

# The BUSINESS EDUCATION WORLD

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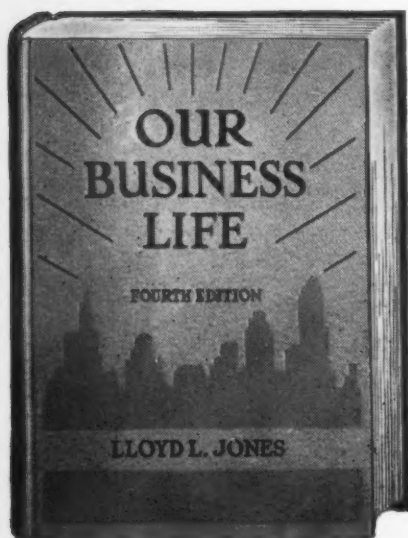
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APRIL

1948

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# *Just off the Press!*



## OUR BUSINESS LIFE

*Fourth Edition*

*By Lloyd L. Jones*

The new Fourth Edition of *Our Business Life* is just off the press. This popular book has been a standard text for a number of years for the important first business course known as junior business, introduction to business, elementary business, and so on. Now the text is brought right up to date in the new Fourth Edition. It gives the student on the lower secondary-school level:

1. An intelligent understanding and appreciation of the place of business in American life
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# The Business Education World

VOL. XXVIII, No. 8

April 1948

## With Deepest Sorrow

**L**AST month the news of the death of John Robert Gregg reached us just as we were going to press. We were stunned. We could only state, simply, "With deepest sorrow we stop the press to announce the death of our beloved chief, John Robert Gregg, on February 23, 1948." John Robert Gregg was dear to us whose privilege it was to work with him.

The dramatic young John Robert Gregg and the gentler older John Robert Gregg were public figures, the warrior and the winner. But the man who sat in the paneled office—relating anecdotes about his career, chuckling as he recounted how he solved a problem of today when it first appeared fifty years ago, or sternly admonishing that honor and service were the shield and sword of business—was a warm and human person.

One had to be near him to know how he could encourage, could guide, could lead, could stimulate. How strong he was! How human he was! The vigor of his personality is still with us.

So, while newspapers carried the story with sober headlines and business-education journals sadly chorused their tributes, we could say only, "With deepest sorrow. . . ."

**A**ND today, a month later, the feeling from which that phrase arose is still strong within us. Despite the many, many kind messages of sympathy, our welling sense of loss grows. One worked *with* John Robert Gregg, not *for* him, and worked with personal devotion. A conference with him was an inspiration, a lesson spiced with stories, paced with performance, bursting with ideas, bright with wisdom.

We find much consolation and take great pride in the chronicle of the young crusader who brought an idea to America, who started three times before he saw his idea meet acclaim and success. But there is no need to trace in detail for our friends the career of the genius who mastered five shorthand systems by the time he was fifteen, created his own system by the time he was nineteen, ventured to a new country



JOHN ROBERT GREGG  
Editor, Publisher, 1919-1948

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This magazine is indexed in *The Business Education Index* and *The Education Index*.

## Business Educators Are Saying Today:

### TYPEWRITING

Let's switch over to more elite machines! (Page 454)

But not altogether; business still uses pica machines. (Page 455)

### BOOKKEEPING

Don't use your textbook for the first five periods of class. (Page 456)

### OFFICE PRACTICE

Accept work for teachers but don't let your students be imposed on. (Page 460)

### ELEMENTARY BUSINESS

Its importance lies more in the area of guidance than in subject-content. (Page 467)

### VISUAL AIDS

It is regretable that few audio-visual business aids meet all our criteria of practicality. (Page 468)

### TRANSCRIPTION

Heading the list of storms in the transcription class are the ones that revolve around the "mailable" transcript. (Page 472)

Until the student has reached 80 to 100 words a minute, the introduction of "problem" dictation results in wasted time. (Page 489)

### PUBLIC RELATIONS

We find ourselves standing in a classroom—looking wisely into the eyes of thirty sensitive and talkative children. (Page 478)

### TESTING

Teachers of business law probably make more frequent use of timesaving testing procedures and forms than do teachers of other courses. (Page 482)

when he was twenty-five, founded a school and a business by the time he was thirty, swept convention audiences with his persuasive oratory and transformed a nation's shorthand habits by the time he was thirty-five, and served as dean of America's business educators for the past quarter of a century. This story, the magic thread that weaves together the lives of the countless thousands of business teachers and their students of yesterday, today, and tomorrow, is known the world over.

It is enough to say, "With deepest sorrow. . . ."

BUT there is one thought we wish to express: our gratitude that a generous Providence sustained him for these many years and brought our lives into contact with his shining personality.

Few men are blessed with so long a life and with the ability to use it so well, with clarity, genius, and achievement to the end. Even in his eighty-first year, John Robert Gregg directed actively and with discernment, vision, and affection his worldwide business affairs—the publication of seven magazines, two of which he edited personally; the supervision of The Gregg College and of his eighteen business schools in England; the management of The Gregg Publishing Company and its international affiliates.

Yes, "With deepest sorrow . . . we announce the death of our beloved chief."

## Professional Report



DR. PETER AGNEW

### AGNEW NEW HEAD OF N.A.B.T.T.I.

With members of the National Association of Business Teacher-Training Institutions coming from thousands of miles away—Dr. Arnold Condon came all the way from Arizona—to attend the Association's 1948 convention in Atlantic City, and with a vigorous program planned, it was no wonder that PRESIDENT MARGARET ELY was being congratulated on a "best ever" meeting.

The meetings of the convention dealt principally with the age-old "how can we give general business training to all high school students" problem; but some of the addresses gave new promise—especially those of Dr. E. G. KNEPPER and Dr. ELVIN S. EYSTER, who reported the results of some co-operative programs they have been co-ordinating with their local school executives. Suggestions by Dr. HERBERT A. TONNE (noteworthy: that colleges should train teachers of general business training by using in collegiate classes the same methods that the students will be expected to use as future classroom teachers of the same subject), Dr. HELEN REYNOLDS, Dr. RAY G. PRICE, HARMON WILSON, and Dr. FRED T. WILHELMS were debated vigorously, although no formal recommendations grew out of the discussion.

*New Officers.* DR. PETER AGNEW, New York University, presi-



dent; LEE M. WOLFORD, Marshall College, vice-president; ROBERT BELL, Ball State Teachers College, treasurer; DR. J. MARSHALL HANNA, Ohio State University, and DR. JOHN M. TRYTTEN, University of Michigan, board of directors; DR. STEPHEN TURILLE, Madison College, editor (re-elected); and DR. J. FRANCIS HENDERSON, University of Southern California, secretary (re-elected).

### TRI-STATE TO MEET IN AKRON

When the Tri-State Business Education Association holds its spring meeting (Tri-State meets twice a year) in Akron, April 9 and 10, an experiment will be undertaken: an evening session that will run from nine until ten o'clock.

Tri-State always meets on Friday evening and Saturday. In the past, the Friday evening meeting has consisted of a dance and entertainment. In the 1947 autumn meeting, in Pittsburgh, a visual-aids display of new motion pictures was shown in the early evening just prior to the Friday night party, and it was so well attended that the Executive Board is going to have another evening session just prior to the dance. Speaker in the test meeting will be DR. ELVIN S. EYSTER, of Indiana University, who will give an address entitled "Business Teachers at Their Best."

The Saturday meeting, according to a news release from PRESIDENT ELSIE GARLOW, of the State Teachers College in Indiana, Pennsylvania, will include an officers' breakfast, a morning panel discussion on "The Businessman Speaks," and a luncheon featuring an address on "What Is Our Economic Future," by PAUL E. BELCHER, vice-president of the Akron First National Bank.

DATA. Place, Hotel Mayflower, Akron, Ohio; dates, April 9 and 10.

### DELTA PI EPSILON ELECTS NEW OFFICERS

Meeting in Bloomington, Indiana, on January 30, the Board of Directors of Delta Pi Epsilon elected new national officers:

DR. ELVIN S. EYSTER, Indiana University, Bloomington, president; ELSIE G. GARLOW, State Teachers College, Indiana, Pennsylvania, vice-president; MARY SUFANA, Washington High School, East Chicago, Indiana, secretary; ROBERT A. LOWRY, Oklahoma A. & M., Stillwater, Oklahoma, treasurer; and DR. W. J. MASON, University of Iowa, Iowa City, historian.

### TEACHERS COLLEGES VOTE BIG MERGER

Meeting in Atlantic City in February, representatives of three national associations of teachers colleges voted to merge in the formation of a single organization, to be known as the American Association of Colleges of Teacher Education. Combining forces are the American Association of Teachers Colleges, a thirty-year-old group with 186 member schools; and the National Association of Teacher Education Institutions in Metropolitan Districts and the National Association of Colleges and Departments of Education, which together have a membership of 71 additional colleges.

DR. WALTER E. HAGER, president of Wilson Teachers College, Washington, was elected president of the new organization.

*Objectives:* to have teachers complete at least four years of college and eventually five years, to qualify for jobs on all levels of education; to eliminate (by raising teaching requirements) the estimated half-million persons now teaching without proper training; and to establish a minimum teaching salary of \$2,400.

## John Robert Gregg



Said, 40 years ago:

### SHORTHAND

To be accused in the same day of copying the German one-slope system of Gabelsberger and the French geometrical system of Duployé is altogether too flattering.

### EMERGENCY

We had omitted to write the shorthand message for the cover . . . and we could not obtain a pen. We hastily split a toothpick . . . and, after some effort, produced the message which appeared.

### TYPEWRITING

In *all* your typewriting work these things are prerequisites: even touch, neat margins, artistic arrangement, clean type faces—with accuracy of transcription.

### PHILOSOPHY

There is a tide in the affairs of men which if not skillfully dodged at the proper moment drowns them.

### STUDENTS

If some students made as much use of the spelling book as they do of the eraser, their future as stenographers would look more hopeful.

[illegible]

der Salt Lake City public school authorities.

MRS. MARY BOWMAN, former placement director of Duffs Iron-City College, (Pittsburgh) and for many years a staff member of the school, to the post of principal, filling the vacancy left at the death of KARL M. MAUKERT. In the same institution, TOBIAS F. SANTARELLI has been appointed to the principalship of the night-school division. Announcement of both appointments was made by DR. P. S. SPANGLER, president of the school.

ROBERT A. NELSON, from supervisor of Business Education for Utah, to director of Trade, Industrial, and Business Education . . . MRS. GRACE A. ZIMMERMAN, from Boise (Idaho) High School, to director of Adult Business Training in Boise, succeeding MRS. FRANCES FLOCK, who resigned to accept a position in Santa Barbara, California.

A black and white portrait of a middle-aged man with dark hair, wearing glasses, a white shirt, a dark tie, and a dark suit jacket. He is looking directly at the camera with a neutral expression. The background is a mottled, light gray.

A black and white portrait of a middle-aged man with short, dark hair, wearing round-rimmed glasses, a dark suit jacket, a white shirt, and a dark tie. He is looking directly at the camera with a neutral expression. The background is a mottled, light gray.

A black and white portrait of a man with short, dark hair, wearing a dark suit jacket, a white shirt, and a patterned tie. He is looking slightly to the right of the camera with a serious expression. The background is a plain, light color.

tion and placement officer (his article on a placement bureau appeared in our February issue) at Thiel College, promoted to an administrative post at the College: director of Admissions and Placement. Succeeding Mr. Kloss as director of Business Education, and having the rank of assistant professor, will be MARGARET GORBACH.

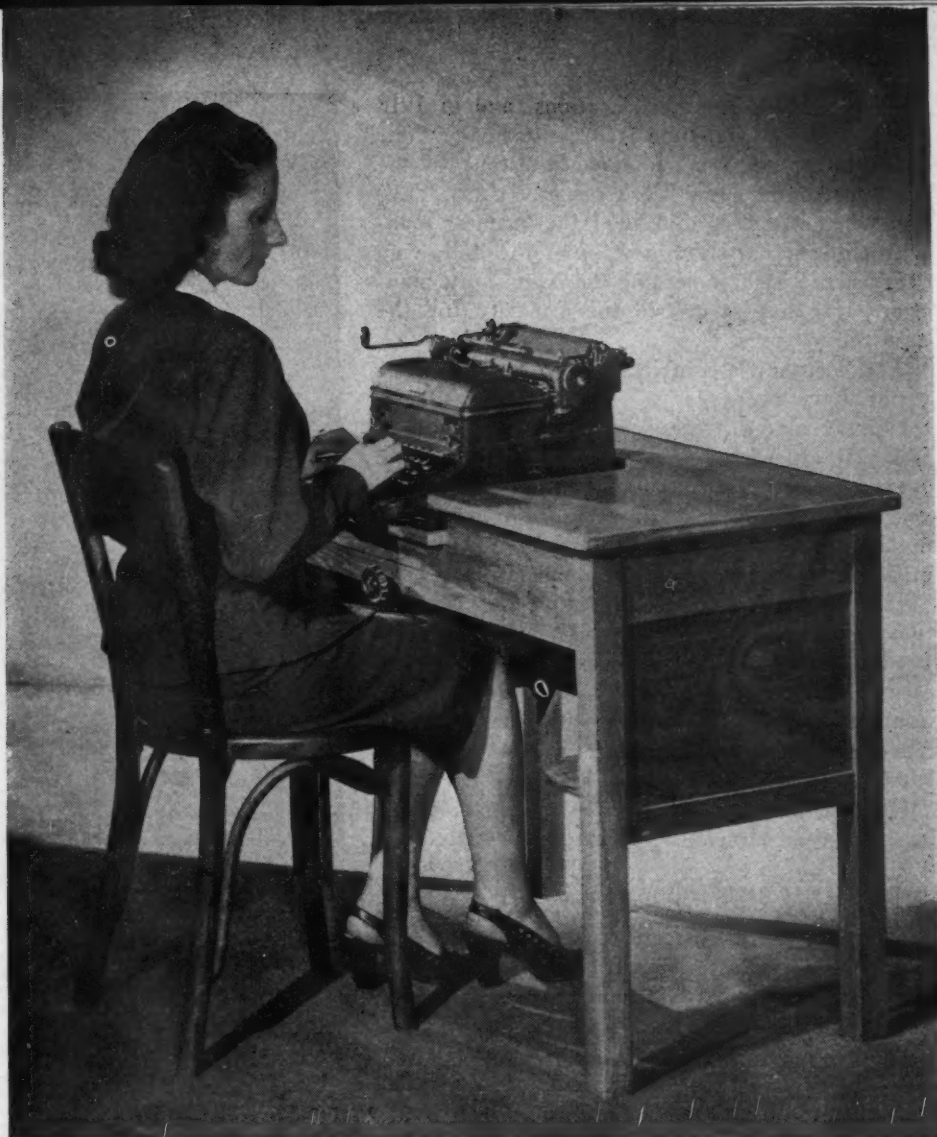
Business educators have long known of Mr. Fasnacht's professional contributions—editorship of the *NBE Quarterly*, authorship of texts in business-machine operation and of numerous articles, and officership in many business-education organizations; but relatively few business educators have known also that he has held several local, state, and national offices in the Church of the Brethren, and that he is an ordained minister and elder.

**WALLACE W. RENSHAW**, after thirty-five years of service with the Gregg Publishing Company, resigned from his position as manager of the firm's New York Office, effective March 1. His resignation was accepted with deepest regret by the executives of the company.

Mr. Renshaw is very well known by Eastern business educators. He attended the public and high schools of Brooklyn, New York; worked for a time in the offices of the American Telephone and Telegraph Company; and then attended Union Business College (now Drake College) in Elizabeth, New Jersey, in 1906.

After graduation, he worked briefly for John Robert Gregg and then returned to Union as a teacher.

Mr. Renshaw's association with the Gregg Publishing Company began, therefore, in 1907, the year when Mr. Gregg opened his New York City office. For six years Mr. Renshaw was engaged as a field representative of the



# Posture—for Production!

Sit erect . . . brace feet on the floor . . . lean forward slightly from the waist . . . hold head high, turned toward the right of the typewriter . . . and *adjust the typewriter height* so that arms slope upward at the same angle as the

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firm during his summer vacations, and in 1913 he became a full-time representative. Four years later, he was appointed assistant to the manager of the New York office, GUY S. FRY; and when Mr. Fry took over the business management of *The Gregg Writer* the following year, Mr. Renshaw became the New York manager. He has served in this capacity for the past thirty years.

Mr. Renshaw's contributions to business education have been many. He has always been extremely active professionally, supporting professional organizations and attending practically every major east-coast convention in recent years. He has earned an extraordinarily great number of personal friendships and a wide acquaintanceship among business educators.

His frequent writings and numerous convention addresses have reflected his wide interest in fundamental issues in all areas of business education; and the special studies he conducted continuously in the field of transcription have earned him respect as an authority in that subject, where his authorship is best known.

His friends join his former associates in wishing him great success in the future.

#### BEREAVEMENT

LLOYD L. JONES, director of research for the Gregg Publishing Company, and nationally known author of textbooks in elementary business training, died suddenly on Saturday, March 6, at the age of fifty-three. He was stricken with a heart attack en route to his home in Avon Park, Florida, to visit his family before leaving for an extended speaking trip on the West Coast. Mr. Jones was scheduled to address the California Business Educators Association on March 24, in San Francisco.

Mr. Jones was educated in the Ohio public schools and received his B.A. degree from Baldwin-Wallace College. He received his master's degree at Western Reserve University and was a doctoral candidate at New York University, with his course work completed, at the time of his death.

Mr. Jones was for many years associated with the Cleveland public schools, first as a teacher, then as supervisor of guidance and placement, then as a principal, and ultimately as Assistant Commissioner of the Cleveland Board of Education. He joined the Gregg Publishing Company in 1929 and became the firm's director of research in 1940. Mr. Jones's record of professional leadership parallels his educational work. An active member of all leading business-education organizations, he was a past president of the NEA Department of Business Education (now UBEA) and served as secretary of



Lloyd L. Jones, 1894-1948

American delegation to the International Congress on Commercial Education in Amsterdam in 1929.

Lloyd L. Jones was a popular and brilliant speaker—he frequently addressed groups of business teachers throughout the country, sometimes as a visiting lecturer in leading colleges and universities, more frequently as a featured convention speaker.

The contribution for which Lloyd L. Jones is probably best known is his work in the field of elementary business training. While Assistant Commissioner of Education in Cleveland, he was assigned the task of determining the reason for drop-outs. The study that resulted from his special assignment was one of the first and most far reaching of all investigations of junior occupations and was one of the first large-scale studies in which educators and businessmen collaborated. From the report of the study came a course in General Business Science and subsequently the first of the long series of textbooks in elementary business training and consumer education that are associated with his name.

Mr. Jones is survived by his wife, Mrs. Esther Jones (Highland Lakes, Avon Park, Florida), and his daughters, Dorothy, Llwyn, and Virginia, to whom the deep sympathy of his associates and his innumerable friends is extended.



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[To Mr. Soberheim and 12 other readers, we shake our heads and say, "You'll find *crackajack* in the big dictionary." You will, too. It means "of striking ability or excellence," and it is slang. We leave to the etymologists the connection between *crackajack* and *cracker-jack*. Mr. Briggs really meant, "Want another super-duper, exciting, enthusiasm-arousing, *et cetera*, contest project?"—*Managing Editor*]

AHA! BEW: My students want to know who proofread the key to the W.W.T. in your February issue. We've never seen *originally* spelt with a T before!

MARY A. STOWE  
Sidney, Nebraska

DEAR BEW: In the key to your February W.W.T., you have "originality." You mean "originally," don't you?

MARGARET POLAND  
Oak Creek, Colorado

[Yes, we meant *originally*, not *originality*, in line 13 of the February W.W.T. key. The staff, self-styled experts in proofreading, bow heads with shame before Miss Stowe, Miss Poland, and 121 other brighter-than-we-are readers.—*Managing Editor*]

DEAR BEW: Thank you for the prominent display given my article ["Training First-Year Typing Pupils for Contests," February B.E.W. page 342]. . . . I hope a correction can be indicated, however: our school is *Boyd High School* and we are located in *McKinney, Texas*.

EARL Y. WOLFORD  
McKinney, Texas

[The B.E.W. confused the two words *Boyd* and *McKinney*. Let us make it correct now: The four state champions shown in the picture accompanying author Wolford's article are all from *Boyd High School, McKinney, Texas*—not from *McKinney High School, Boyd, Texas*.—*Managing Editor*]

## Summer School Directory

(A Supplement to this Directory will be published in May.)

### ALABAMA

STATE TEACHERS COLLEGE, Jacksonville. May 31-August 12. Houston Cole, President; Lucille Branscomb, Department Head.

### ARIZONA

ARIZONA STATE COLLEGE, Tempe. Two terms: June 7-July 10; July 12-August 14. J. O. Grimes, Director; Miles Alldredge, Department Head.

UNIVERSITY OF ARIZONA, Tucson. Two terms: June 7-July 10; July 12-August 14. J. W. Clarson, Jr., Director; Herbert J. Langen, Department Head.

### ARKANSAS

HENDERSON STATE TEACHERS COLLEGE, Arkadelphia. Three terms: May 31-July 3; July 5-August 7; May 31-July 31. Dr. D. D. McBrien, President; Dr. Otis Whaley, Department Head.

UNIVERSITY OF ARKANSAS, Fayetteville. Two terms: June 9-July 17; July 19-August 27. Dean Henry Kronenberg, Director; Narnee Crittenden, Department Head.

### CALIFORNIA

CHICO STATE COLLEGE, Chico. June 21-July 30. Dr. Marsdon Sherman, Director.

SAN DIEGO STATE COLLEGE, San Diego. Two terms: June 21-July 30; August 2-September 3. I. N. McCollom, Director; Dr. W. H. Wright, Department Head.

SAN JOSE STATE COLLEGE, San Jose. June 28-August 6. Dr. T. W. MacQuarrie, Director; Dr. Earl Atkinson, Department Head.

UNIVERSITY OF SAN FRANCISCO, San Francisco. June 28-August 6. Father Paul Harney, S.J., Director; R. C. Hall, Department Head.

UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles.

Two terms: June 21-July 31; August 2-August 28. John D. Cooke, Director; Dr. Earl G. Blackstone, Department Head.

### COLORADO

ADAMS STATE COLLEGE, Alamosa. June 21-August 27. Ira Richardson, President.

COLORADO STATE COLLEGE OF EDUCATION, Greeley. June 21-August 13. Dr. William R. Ross, President; Dr. Kenneth J. Hansen, Department Head.

UNIVERSITY OF COLORADO, Boulder. Two terms: June 18-July 23; July 26-August 28. Dr. E. H. Wilson, Director; Helen B. Borland, Department Head.

UNIVERSITY OF DENVER, Denver. Two terms: June 21-July 23; July 26-August 27. Dr. Cecil Puckett, Director; Vernon A. Musselman, Department Head.

WESTERN STATE COLLEGE OF COLORADO, Gunnison. Two terms: June 7-June 18; June 21-August 6. Dr. N. W. Newsom, Director; H. E. Binford, Department Head.

### CONNECTICUT

TEACHERS COLLEGE OF CONNECTICUT, New Britain. Two terms: June 21-July 23; July 26-August 27. Walter Adamson, Director.

UNIVERSITY OF CONNECTICUT, Storrs. June 28-August 7. A. L. Knoblauch, Director; Frank H. Ash, Department Head.

### DISTRICT OF COLUMBIA

AMERICAN UNIVERSITY (College of Arts & Sciences), Washington. Two terms: June 7-July 24; July 26-September 14. Dr. Samuel Engle Burr, Jr., Director.

CATHOLIC UNIVERSITY OF AMERICA, Washington. June 28-August 7. Dr. Roy J. Deferrari, Director; Dr. Paul J. FitzPatrick, Department Head.

#### FLORIDA

FLORIDA SOUTHERN COLLEGE, Lakeland. Three terms: June 7-June 25; June 28-August 6; August 9-August 25. J. C. Peel, Director; W. O. Ropp, Department Head.

FLORIDA STATE UNIVERSITY, Tallahassee. Two terms: June 15-July 21; July 23-August 27. Dr. George Heather, Director.

JOHN B. STETSON UNIVERSITY, De Land. June 14-August 20. Edward C. Furlong, Director and Department Head.

UNIVERSITY OF FLORIDA, Gainesville. Two terms: June 14-July 23; July 26-August 27. G. Ballard Simmons, Director; Hugh C. Maxwell, Jr., Acting Department Head.

#### GEORGIA

GEORGIA STATE COLLEGE FOR WOMEN, Milledgeville. Two terms: June 10-July 20; July 20-August 27. Donald MacMahon, Director; Dr. Donald Fuller, Department Head.

UNIVERSITY OF GEORGIA (College of Business Administration), Athens. Two terms: June 17-August 5; August 5-August 31. James E. Gates, Director; Geneva Watkins, Department Head.

#### IDAHO

UNIVERSITY OF IDAHO, Moscow. June 10-August 4. J. Frederick Weltzin, Director; Virginia E. Ross, Department Head.

#### ILLINOIS

DE PAUL UNIVERSITY, Chicago. June 28-August 2. J. J. Edwards, Director; Miss Loretto Hoyt, Department Head.

EASTERN ILLINOIS STATE COLLEGE, Charleston. June 14-August 7. Dr. Bryan Heise, Director; Dr. Earl S. Dickerson, Department Head.

GREGG COLLEGE, Chicago. June 28-August 6. Paul M. Pair, Director.

NORTHWESTERN UNIVERSITY, Evanston. Two terms: June 25-August 7; August 9-August 28. Dr. E. T. McSwain, Director; Dr. Albert C. Fries, Department Head.

SOUTHERN ILLINOIS STATE NORMAL UNIVERSITY, Carbondale. June 14-August 6. Dr. J. W. Scott, Department Head.

UNIVERSITY OF CHICAGO, Chicago. Two terms: June 26-July 30; August 2-September 4. Carl Huth, Director; Harold Shields, Department Head.

UNIVERSITY OF ILLINOIS, Urbana. June 18-August 14. Dr. Robert B. Browne, Director.

WESTERN ILLINOIS STATE TEACHERS COLLEGE, Macomb. Two terms: June 2-July 16; July 16-August 20. Dr. Frank Beu, Director; Dr. Clyde Beighey, Department Head.

#### INDIANA

BALL STATE TEACHERS COLLEGE, Muncie. Two terms: June 14-July 16, July 19-August 20. Dr. John R. Emens, President; Dr. M. E. Stude-



### Reminder:

That the summer-session classes of the

## GREGG COLLEGE

will meet from June 28 to August 6, 1948

### Practical Training

in a

Business School for Business Teachers

### The Gregg College

37 South Wabash Avenue

Chicago 3

baker, Department Head.

BUTLER UNIVERSITY, Indianapolis. Two terms: June 14-August 5; June 14-August 27 (Veterans Term). George F. Leonard, Director; Marguerite Lamar, Department Head.

INDIANA STATE TEACHERS COLLEGE, Terre Haute. Two terms: June 21-July 23; July 26-August 27. Dr. Paul Muse, Department Head.

INDIANA UNIVERSITY, Bloomington. Two terms: June 16-August 13; August 13-August 28. Dr. H. B. Allman, Director; Dr. Elvin S. Eyster, Department Head.

#### IOWA

DRAKE UNIVERSITY, Des Moines. Two terms: June 4-July 16; July 19-August 20. L. E. Hoffman, Director; Mrs. Adelaide Brown, Department Head.

IOWA STATE TEACHERS COLLEGE, Cedar Falls. June 2-August 20. Dean M. J. Nelson, Director; Dr. L. V. Douglas, Department Head.

STATE UNIVERSITY OF IOWA, Iowa City. June 8-August 4. Dr. H. Clay Harshbarger, Director; Dr. William J. Masson, Department Head.

#### KANSAS

FORT HAYS KANSAS STATE COLLEGE, Hays. May 31-July 30. Dr. E. R. McCartney, Director; Dr. Leonard W. Thompson, Department Head.

KANSAS STATE COLLEGE, Manhattan. June 7-August 7. George Montgomery, Department Head.

KANSAS STATE TEACHERS COLLEGE, Emporia. Two

terms: May 31-July 26; July 1-July 30. John S. Jacobs, Director; E. C. McGill, Department Head.

KANSAS STATE TEACHERS COLLEGE, Pittsburg. Two terms: May 31-July 30; August 2-August 27. R. H. Hughes, President; W. S. Lyerla, Department Head.

### KENTUCKY

BOWLING GREEN BUSINESS UNIVERSITY, Bowling Green. Two terms: June 7-July 10; July 12-August 14. J. Murray Hill, President.

EASTERN KENTUCKY STATE TEACHERS COLLEGE, Richmond. Two terms: June 7-July 14; July 15-August 20. Dean W. J. Moore, Director and Department Head.

MOREHEAD STATE TEACHERS COLLEGE, Morehead. June 9-August 4. Dr. Warren Lappin, Dean; R. W. Jennings, Department Head.

MURRAY STATE TEACHERS COLLEGE, Murray. Two terms: June 7-July 14; July 15-August 21. Fred M. Gingles, Director.

UNIVERSITY OF KENTUCKY, Lexington. June 18-August 14. Dean William S. Taylor, Director; Dr. John L. Hoover, Department Head.

### LOUISIANA

LOUISIANA STATE UNIVERSITY, Baton Rouge. June 4-August 7. Dr. E. B. Robert, Director; Dr. Howard M. Norton, Department Head.

LOUISIANA POLYTECHNIC INSTITUTE, Ruston. May 31-July 31. Dr. George W. Bond, Department Head.

### MAINE

HUSSON COLLEGE, Bangor. June 5-August 25. Clara L. Swan, Director.

UNIVERSITY OF MAINE, Orono. June 28-August 6. Mark R. Shibles, Director; Christine Stroop, Department Head.

### MARYLAND

UNIVERSITY OF MARYLAND, College Park. June 21-July 30. Dr. Harold Benjamin, Director; Arthur S. Patrick, Department Head.

### MASSACHUSETTS

BOSTON UNIVERSITY, Boston. Two terms: June 1-July 10; July 12-August 21. Atlee L. Percy, Director; Dr. John Rowe, Department Head.

### MICHIGAN

FERRIS INSTITUTE, Big Rapids. May 31-August 20.

MICHIGAN COLLEGE OF EDUCATION, Mt. Pleasant. June 21-July 30. Dr. J. W. Foust, Director.

MICHIGAN STATE NORMAL COLLEGE, Ypsilanti. June 21-August 20. Dr. E. R. Isbell, Director; Dr. J. M. Robinson, Department Head.

SCHOOL OF EDUCATION (University High School), Ann Arbor. Two terms: June 21-July 30; June 21-August 13. Louis A. Hopkins, Director; Dr. J. M. Trytten, Department Head.

WAYNE UNIVERSITY, Detroit. Two terms: June 28-August 6; August 9-August 20. Robert M. Magee, Director.

WESTERN MICHIGAN COLLEGE OF EDUCATION, Kalamazoo. June 28-August 6. Elmer H. Wilds, Director, Dr. A. E. Schneider, Department Head.

### MINNESOTA

STATE TEACHERS COLLEGE, St. Cloud. Two terms: June 7-July 16; July 17-August 20. Dr. John W. Headley, Director; Audra Whitford, Department Head.

UNIVERSITY OF MINNESOTA, Minneapolis. Two terms: June 14-July 23; July 16-August 28. Dean T. A. H. Teeter, Director; Dr. Ray G. Price, Department Head.

### MISSISSIPPI

DELTA STATE TEACHERS COLLEGE, Cleveland. Two terms: June 2-July 8; July 8-August 15. W. M. Kethley, President; Thomas B. Martin, Department Head.

MISSISSIPPI SOUTHERN COLLEGE, Hattiesburg. June 5-August 18. C. C. Dawson, Department Head.

UNIVERSITY OF MISSISSIPPI, University. Two terms: June 1-July 10; July 12-August 20. R. W. Tinsley, Director; Dr. A. J. Lawrence, Department Head.

### MISSOURI

CENTRAL MISSOURI STATE TEACHERS COLLEGE, Warrensburg. May 31-August 5. George W. Diemer, President; Dr. Lucas A. Sterne, Department Head.

NORTHEAST STATE TEACHERS COLLEGE, Kirksville. June 7-August 13. Walter H. Ryle, President; Dr. P. O. Selby, Department Head.

NORTHWEST MISSOURI STATE TEACHERS COLLEGE, Maryville. June 1-August 6. Dr. J. W. Jones, Director; Clifford Kensinger, Department Head.

ST. LOUIS UNIVERSITY, St. Louis. Two terms: June 7-August 14; June 22-July 30. Rev. Paul C. Reinert, Director; Walter F. Gast, Department Head.

UNIVERSITY OF MISSOURI, Columbia. June 7-July 30. Dr. L. G. Townsend, Director; Merea Williams, Department Head.

### MONTANA

MONTANA STATE COLLEGE, Bozeman. June 16-July 20. Lou Brockmann, Director; John Blankenhorn, Department Head.

UNIVERSITY OF MONTANA, Missoula. Two terms: June 14-July 23; June 14-August 20. Dr. James W. Maucker, Director; Mrs. Brenda Wilson, Department Head.

### NEBRASKA

CREIGHTON UNIVERSITY, Omaha. June 12-August 7. Rev. Matthias B. Martin, Director; Dr. F. E. Walsh, Department Head.

UNIVERSITY OF NEBRASKA, Lincoln. Two terms: June 7-July 30; June 7-July 9. Dean R. D. Moritz, Director; Luvicy M. Hill, Department Head.

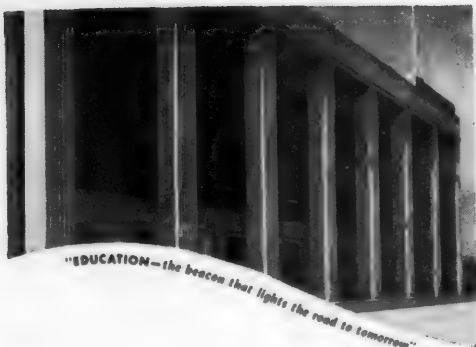
### NEVADA

UNIVERSITY OF NEVADA, Reno. Two terms: June 12-July 16; July 17-August 20. Harold N. Brown, Director; Betty Poe, Department Head.

### NEW HAMPSHIRE

UNIVERSITY OF NEW HAMPSHIRE, Durham. Two





## MINNESOTA SUMMER SESSION

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*First term registration, Monday and Tuesday, June 14 and 15.*

*Second term registration Monday, July 26.*

Write now for complete bulletin. Dean of Summer Session, 895 Administration Building.

## UNIVERSITY OF MINNESOTA

MINNEAPOLIS 14, MINNESOTA

terms; June 28-August 6; August 9-September 17. Elmer D. West, Director.

#### NEW JERSEY

NEW JERSEY STATE TEACHERS COLLEGE, Upper Montclair. Two terms: June 14-August 13; June 29-August 13. Harry A. Sprague, Director; H. J. Sheppard, Acting Department Head.

RUTGERS UNIVERSITY (School of Education), New Brunswick. C. E. Partch, Dean.

SETON HALL COLLEGE, South Orange. Three terms: June 14-July 23; June 28-August 6; July 26-September 3. Rev. John J. Ansbro and Dr. Charles Elliott, Directors; Dr. Frank Wallace Naggi, Department Head.

#### NEW MEXICO

NEW MEXICO HIGHLANDS UNIVERSITY, Las Vegas. Two terms: June 1-July 2; July 3-August 14. Dr. Byron Roberts, Director; Vernon V. Payne, Department Head.

NEW MEXICO STATE TEACHERS COLLEGE, Silver City. June 7-July 30. Dr. H. W. James, Director; W. J. Lincoln, Department Head.

UNIVERSITY OF NEW MEXICO, Albuquerque. June 11-August 7. Dr. J. L. Riebsomer, Director; Eva M. Israel, Department Head.

#### NEW YORK

CHAUTAUQUA SUMMER SCHOOL, Chautauqua. July 5-August 13. Dr. Alonzo F. Myers, Director; Alfred H. Quinette, Department Head.

COLLEGE OF ST. ROSE, Albany. July 3-August 10.

Sr. M. Geraldine, Director; Sr. Genevieve Louise, Department Head.

COLUMBIA UNIVERSITY (Teachers College), New York. July 1-August 13. Dr. Harry Morgan Ayres, Director; Hamden L. Forkner, Department Head.

HARTWICK COLLEGE, Oneonta. Two terms: June 14-July 23; July 26-September 3. Wallace R. Klinger, Director.

HUNTER COLLEGE, New York. July 12-August 20. A. B. Cohen, Director; Dr. James R. Meehan, Department Head.

LONG ISLAND UNIVERSITY, Brooklyn. Two terms: June 9-July 18; July 21-August 29. William Hudson, Director and Department Head.

NAZARETH COLLEGE, Rochester. July 5-August 14. Sister Teresa Marie, Director; Elizabeth Fake, Department Head.

NEW YORK STATE COLLEGE FOR TEACHERS, Albany. July 6-August 17. Dr. Milton G. Nelson, Director; Edward L. Cooper, Acting Department Head.

NEW YORK UNIVERSITY, New York. July 7-August 13. Ralph E. Pickett, Director; Dr. Paul S. Lomax, Department Head.

SYRACUSE UNIVERSITY, Syracuse. Two terms: June 24-July 30; August 2-September 20. Harry S. Ganders, Director; Dr. O. Richard Wessels, Department Head.

UNIVERSITY OF BUFFALO, Buffalo. Two terms: June 14-September 4; July 6-August 14. L. O. Cummings, Director and Department Head.

## NORTH CAROLINA

DUKE UNIVERSITY, Durham. Two terms: June 15-July 24; July 26-September 3. A. M. Proctor, Director.

EAST CAROLINA TEACHERS COLLEGE, Greenville. Two terms: June 9-July 16; July 20-July 27. Dr. Leo W. Jenkins, Director; Dr. E. R. Brown-ing, Department Head.

LENOIR RHYNE COLLEGE, Hickory. Two terms: June 7-July 14; July 15-August 20. G. R. Pat-terson, Director; G. W. McCreary, Department Head.

UNIVERSITY OF NORTH CAROLINA (Woman's Col-lege), Greensboro. June 7-July 19. Dr. Den-nis H. Cooke, Director; Vance T. Littlejohn, De-partment Head.

## NORTH DAKOTA

STATE TEACHERS COLLEGE, Valley City. June 7-July 30. Adolf Soroos, Registrar.

UNIVERSITY OF NORTH DAKOTA, Grand Forks. June 21-August 13. J. V. Breitwieser, Director.

## OHIO

BOWLING GREEN STATE UNIVERSITY, Bowling Green. June 14-August 6. Dr. N. L. Litherland, Direc-tor; Dr. E. G. Knepper, Department Head.

CAPITAL UNIVERSITY, Columbus. June 14-June 26. Dr. Harm Harms, Department Head.

KENT STATE UNIVERSITY, Kent. Two terms: June 21-July 30; August 2-September 3. Fren Mussel-man, Director; Elizabeth M. Lewis, Department Head.

OHIO STATE UNIVERSITY, Columbus. Two terms: June 22-July 28; July 29-September 3. D. D. Eikenberry, Director; Dr. J. Marshall Hanna, Department Head.

UNIVERSITY OF CINCINNATI, Cincinnati. Two terms: June 18-July 24; July 26-August 31. Dr. Spencer Shank, Director; Harold Leith, Department Head.

WILMINGTON COLLEGE, Wilmington. Two terms: June 7-July 9; July 12-August 13. Graydon Yaple, Director; Evalyn Hibner, Department Head.

WITTENBERG COLLEGE, Springfield. Three terms: June 14-July 16; July 19-August 20; August 23-September 4. W. C. Nystrom, Director; D. T. Krauss, Department Head.

## OKLAHOMA

NORTHEASTERN TEACHERS COLLEGE, Tahlequah. Two terms: May 26-July 24; July 25-August 14. Noble Bryan, Director; E. H. Haworth, Department Head.

NORTHWESTERN STATE COLLEGE, Alva. May 24-July 23. Sabin C. Percefull, President; Wilma A. Ernst, Department Head.

OKLAHOMA A. & M. COLLEGE, Stillwater. June 5-7-July 30. Dean N. Conger, Director; Dr. J. An-drew Holley, Department Head.

PANHANDLE A. & M. COLLEGE, Goodwell. Two terms: May 31-July 23; July 26-August 20. E. Lee Nichols, Jr., Registrar; Frank A. Ross, De-partment Head.

## STUDY IN COMFORT



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For detailed information and Bulletin write Director Summer Sessions, Dept. P

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Authorized by Oregon State Board of Higher Education

SOUTHWESTERN INSTITUTE OF TECHNOLOGY, Weather-ford. Two terms: May 31-July 30; July 30-August 19. Dean S. R. Emmons, Director; A. C. Guffy, Department Head.

UNIVERSITY OF OKLAHOMA, Norman. Two terms: June 3-August 4; August 4-September 1. Dean Arnod E. Joyal, Director; Dr. Harry Huffman, Department Head.

UNIVERSITY OF TULSA, Tulsa. June 3-July 31. Dr. Harry Gowans, Director; Mrs. Lucile Hummel, Department Head.

## OREGON

OREGON STATE COLLEGE, Corvallis. Two terms: June 15-July 23; July 24-August 27. M. Ellwood Smith, Director; Dr. C. T. Yerian, Department Head.

UNIVERSITY OF OREGON, Eugene. Two terms: June 14-July 24; July 24-August 28. P. B. Jacobson, Director; Victor P. Morris, Department Head.

## PENNSYLVANIA

BEAVER COLLEGE, Jenkintown. June 21-July 30. Ruth L. Higgins, Director; John Wallace, De-partment Head.

BLOOMSBURG STATE TEACHERS COLLEGE, Bloomsburg. Three terms: June 2-June 20; June 23-August 1; August 4-August 22. Harvey A. Andruss, Direc-tor; Richard G. Hallisy, Department Head.

DUQUESNE UNIVERSITY, Pittsburgh. June 14-August 6. George A. Marcar, Director.

## The Pennsylvania State College Summer Sessions

### DATES

#### Inter-Session

June 8 to June 25

#### Main Summer Session

June 28 to August 7

#### Post-Sessions

August 9 to August 27

August 9 to September 18

1

9

4

8

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ELIZABETHTOWN COLLEGE, Elizabethtown. Three terms: May 31-June 19; June 21-July 31; August 2-August 21. John R. Haubert, Director and Department Head.

GENEVA COLLEGE, Beaver Falls. Two terms: June 9-August 10; August 11-August 31. Dr. J. C. Twinem, Director; Edwin C. Clarke, Department Head.

GROVE CITY COLLEGE, Grove City. June 14-August 13. Dr. Weir C. Ketler, Director.

MARYWOOD COLLEGE, Scranton. June 26-August 5. Sister M. Cuthbert, Director; Sister M. Anacaria, Department Head.

MERCYHURST COLLEGE, Erie. June 28-August 6. Mother M. Borgia, Director; Sr. Mary Esther, Department Head.

PENNSYLVANIA STATE COLLEGE, State College. June 28-August 7. Dr. James Gemmell, Department Head.

STATE TEACHERS COLLEGE, Indiana. Two terms: June 7-July 16; July 19-August 27. Dr. Ralph Heiges, Director; G. G. Hill, Department Head.

STATE TEACHERS COLLEGE, Shippensburg. Two terms: June 7-July 16; July 19-August 27. Dr. Earl Wright, Director; Dr. Etta C. Skene, Department Head.

TEMPLE UNIVERSITY, Philadelphia. Two terms: June 28-August 6; August 9-September 17. John M. Rhoads, Director; Dr. William M. Polishook, Department Head.

UNIVERSITY OF PENNSYLVANIA, Philadelphia. June 28-August 7. W. L. Einolf, Department Head.

UNIVERSITY OF PITTSBURGH, Pittsburgh. Two terms: June 16-July 23; July 26-August 9. Frank W. Shockley, Director; Dr. D. D. Lessenberry, Department Head.

WESTMINSTER COLLEGE, New Wilmington. Two terms: June 10-July 21; July 22-September 1. Dr. J. W. Creighton, Director; Robert F. Galbreath, Jr., Department Head.

### SOUTH CAROLINA

WINTHROP COLLEGE, Rock Hill. June 8-July 31. Dr. Herman Frick, Director; Dr. Thos. W. Noel, Department Head.

### SOUTH DAKOTA

BLACK HILLS STATE TEACHERS COLLEGE, Spearfish. Two terms: June 1-July 9; July 12-August 13. Dr. Russell E. Jones, President; Evelyn Elliott, Department Head.

SOUTH DAKOTA STATE COLLEGE, Brookings. Dr. C. R. Wiseman, Department Head.

SOUTHERN STATE NORMAL SCHOOL, Springfield. Two terms: May 31-July 9; July 12-August 13. Dean W. W. Luderman, Director; Earl F. Wilson, Department Head.

UNIVERSITY OF SOUTH DAKOTA, Vermillion. Two terms: June 7-July 16; July 19-August 27. Dr. William H. Batson, Director; Hulda Vaaler, Department Head.

### TENNESSEE

GEORGE PEABODY COLLEGE FOR TEACHERS, Nashville. Two terms: June 14-July 16; July 16-August 20. Theodore Woodward, Department Head.

STATE TEACHERS COLLEGE, Murfreesboro. Two terms: June 7-July 16; July 19-August 27. W. B. Judd, Director; E. W. Midgett, Department Head.

TENNESSEE POLYTECHNIC INSTITUTE, Cookeville. Two terms: June 7-July 13; July 14-August 21. Louis Johnson, Jr., Director and Department Head.

UNIVERSITY OF TENNESSEE, Knoxville. Two terms: June 14-July 17; July 20-August 27. Dean John A. Thackston, Director; Dr. Theodore W. Glocker, Department Head.

### TEXAS

EAST TEXAS STATE TEACHERS COLLEGE, Commerce. Two terms: June 1-July 10; July 12-August 21. Dean Frank Young, Director; Elton D. Johnson, Department Head.

JOHN TARLETON AGRICULTURAL COLLEGE, Stephenville. Two terms: June 7-July 17; July 19-August 28. Dean E. J. Howell, Director; Z. C. Edgar, Department Head.

NORTH TEXAS STATE TEACHERS COLLEGE, Denton. Two terms: June 7-July 16; July 19-August 27. Dr. C. A. Nichols, Director; Mrs. Virginia Baker Long, Department Head.

SAM HOUSTON STATE TEACHERS COLLEGE, Huntsville. Two terms: June 7-July 16; July 19-August 27. Dr. Harmon Lowman, Director; J. Roy Wells, Department Head.

SOUTHWEST TEXAS STATE TEACHERS COLLEGE, San Marcos. Two terms: June 1-July 10; July 12-August 20.

gust 20. Dr. J. G. Flowers, Director; Dr. Alvin Musgrave, Department Head.

STEPHEN F. AUSTIN STATE TEACHERS COLLEGE, Nacogdoches. Two terms: June 4-July 15; July 19-August 26. Dr. T. E. Ferguson, Director; Dr. Robert S. Cornish, Department Head.

TEXAS COLLEGE OF ARTS AND INDUSTRIES, Kingsville. Two terms: June 3-July 15; July 19-August 28. Dr. E. N. Jones, Director; J. C. Manning, Department Head.

TEXAS STATE COLLEGE FOR WOMEN, Denton. Two terms: June 2-July 14; July 15-August 24. L. H. Hubbard, President; Dr. A. S. Lang, Department Head.

TEXAS TECHNOLOGICAL COLLEGE, Lubbock. Two terms: June 9-July 7; July 20-August 28. Dr. Ernest Wallace, Director; Mrs. Ethel K. Terrell, Department Head.

UNIVERSITY OF TEXAS, Austin. Two terms: June 2-July 13; July 14-August 26. Florence Stullken, Department Head.

### UTAH

UNIVERSITY OF UTAH, Salt Lake City. June 14-August 28. John T. Wahlquist, Director; Mrs. Mary D. Brown, Department Head.

### VIRGINIA

MADISON STATE COLLEGE, Harrisonburg. June 21-August 14. Percy Warren, Director; Dr. S. J. Turille, Department Head.

RADFORD COLLEGE, Radford. Two terms: June 14-July 17; July 19-August 21. J. P. Whitt, Director; Robert J. Young, Department Head.

STATE TEACHERS COLLEGE, Farmville. June 21-August 14. W. W. Savage, Director; M. L. Landrum, Department Head.

UNIVERSITY OF VIRGINIA, Charlottesville. June 28-August 21. George B. Zehmer, Dean; Tipton R. Snively, Department Head.

### WASHINGTON

UNIVERSITY OF WASHINGTON, Seattle. Two terms: June 21-July 21; July 22-August 20. Eric L. Barr, Director.

### WEST VIRGINIA

BLUEFIELD STATE COLLEGE, Bluefield. Two terms: June 7-July 10; July 12-August 14. G. W. Whiting, Director; Theodore Mahaffey, Department Head.

MARSHALL COLLEGE, Huntington. Two terms: June 8-July 16; July 19-August 27. Stewart H. Smith, Director; Lee A. Wolford, Department Head.

UNIVERSITY DEMONSTRATION HIGH SCHOOL, Morgantown. Two terms: June 3-July 14; July 16-August 25. Dr. Ervin Stewart, Director; Ralph B. Tower, Department Head.

WEST VIRGINIA INSTITUTE OF TECHNOLOGY, Montgomery. Two terms: May 31-July 3; July 5-August 7. Paul H. Renton, Director; Winfred R. Harris, Department Head.

WEST VIRGINIA STATE COLLEGE, Institute. Two terms: June 14-July 17; July 19-August 21. Dr.

Harrison H. Ferrell, Director; Dr. Richard Homburger, Acting Department Head.

### WISCONSIN

UNIVERSITY OF WISCONSIN, Madison. June 28-August 20. Dean John Guy Fowlkes, Director; R. J. Hosler, Department Head.

WHITEWATER STATE TEACHERS COLLEGE, Whitewater. June 14-July 23. Dr. Paul A. Carlson, Director.

### WYOMING

UNIVERSITY OF WYOMING, Laramie. Two terms: June 14-July 16; July 19-August 20. O. C. Schwiering, Director; Dr. F. Blair Mayne, Department Head.

### CANADA

BRITISH COLUMBIA DEPARTMENT OF EDUCATION SUMMER SCHOOL, British Columbia. July 5-August 6. Harold P. Johns, Director.

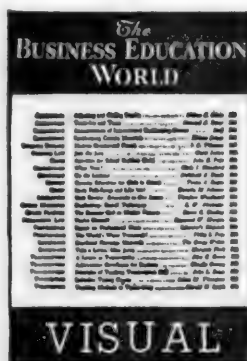
MOUNT ALLISON UNIVERSITY, Sackville, New Brunswick. May 19-August 15.

NOVA SCOTIA SUMMER SCHOOL, Halifax, Nova Scotia. July 2-August 6.

ONTARIO DEPARTMENT OF EDUCATION, Toronto, Ontario. July 5-August 6. G. P. Hillmer, Principal.

QUEEN'S UNIVERSITY, Kingston, Ontario. July 6-August 19. H. L. Tracy, Director.

UNIVERSITY OF SASKATCHEWAN, Saskatoon, Saskatchewan. July 5-August 14. Dr. J. F. Leddy, Director; F. S. Rawlinson, Department Head.



### SOUND PICTURES STUDIED

A broad study into the principles of scientific development and effective use of sound motion pictures in education will be conducted for the Navy Department as a research project at Pennsylvania State College. Chairman of the advisory

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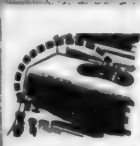
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The clerical needs of the 295 Foreign Service posts are many and varied. Most of us think of our consulates and embassies as being concerned largely with the issuance of passports, visas, and the protection of American citizens living, traveling, and having in-

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For the performance of these duties, whether at an isolated consulate that may require only the services of one officer and one clerk or at an embassy that requires several hundred American personnel in a foreign capital, specialized training is needed. Whether the Foreign Service Staff employee is to serve in a secretarial capacity or work in the code room; whether he is to work in an accounting capacity or in the visa section of the embassy or consulate; whether he is to serve in a general clerical capacity or in a specialized one, the Clerical Training Section of the Foreign Service Institute prepares him for the work that he will be asked to do.

## Nature of the Training Program

After having been accepted in the Foreign Service, the trainee reports at the Foreign Service Institute in Washington for orientation and a training period of four weeks or more. There he attends orientation conferences that acquaint him with the organization and work of the Department of State and the Foreign Service. Since *he is expected to possess already the basic skills needed for the particular type of office work for which he has been selected*, his period of training is designed to help him apply his skill to the specialized work that he will be asked to do as a Foreign Service Staff employee.

During his period of training at the Institute, the trainee's schedule is planned to meet his individual needs and prepare him

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■ *In a classroom that stretches around the world, the State Department trains the clerical workers for our embassies, legations, and consulates. Trainees must have basic skill, be between twenty-one and thirty-five, and have a yen for travel. Know someone interested? Write to the Recruitment Section, Division of Foreign Service Personnel, Department of State, Washington 25, D.C. Yes, there are vacancies!*



Mr. Ralph S. Rowland, chief of Clerical Training in the Foreign Service Institute, is shown conferring with Mr. James Lide, of Camden, Arkansas, and Mr. Marvin Mayeux of Bogalusa, Louisiana. Mr. Lide is preparing for cryptographic work in the American Embassy at Cairo, and Mr. Mayeux is headed for general clerical work in the American Consulate at Fort-de-France, Martinique.

for his post assignment. Following are brief descriptions of some of the courses that prepare him for his assignment:

In *Foreign-Service Filing* the trainee is taught the classification and filing system used in the Foreign Service. Actual practice in classifying correspondence, preparing index cards, cross-reference sheets, and filing and finding of correspondence is given.

In *Consular Forms* he is taught the use and purpose of various forms pertaining to citizenship, visa, accounting, shipping, administrative and other activities of our missions abroad.

A new Foreign Service Staff employee who is looking forward to his first experience living overseas has many questions on arriving at the Department. How and when should he apply for his passport and travel orders? What type of clothing should he take with him? What is the expected procedure on arriving at his post? How much baggage can he take and how should it be sent? What are the geographic conditions of the post to which he has just been assigned? All these

questions and many others are answered in the *Foreign Service Requirements and Conditions* course, which is taught by one who has been at many of the United States Consulates and Embassies.

The function, preparation, and handling of letters, dispatches, reports, notes, airgrams, and operations memorandums are studied in *Foreign Service Correspondence*. The trainee is taught how to prepare each of these by typing representative pieces of correspondence from rough draft. Each day his work is corrected, returned, and remedial instruction provided. He takes his own set of representative samples of correspondence with him to his post for reference in his work.

In the intensive *State Department Typewriting Applications* course, tabulating, proof-reading, rough draft, and special techniques as they apply to Foreign Service materials are taught.

In *Office Effectiveness* he becomes acquainted with the new developments in various types of business machines and appliances; he is told about the Department's publica-

tions and reference books that he will find at his post; and he is generally instructed in ways to acquire a high degree of office efficiency in his work.

Language study also comprises a part of the trainee's schedule. In the Institute's Language School, instruction according to the most modern methods is given in French, Spanish, Russian, German, Chinese, and many other languages.

### Getting Ready To Depart

During his period of training in Washington, the trainee must attend to numerous details before sailing for his post. He will study the post reports to learn the conditions there as reported officially to the De-

partment. He must acquire inoculations and pass a physical examination to receive a health certificate without which he cannot sail on business for his Government. He will talk with Foreign Service Staff employees who have just returned to the United States from the area to which he is going. He may also spend time browsing in the Institute's Library to inform himself more fully concerning the country to which he is being assigned.

After the Foreign Service Staff employee has completed his period of training and has been issued his passport and travel orders, he embarks for his post, eagerly looking forward to the experience of serving his Government overseas. He is confident in the knowledge that he has been trained to do the work that awaits him there.

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■ *Now that new typewriters are becoming available, should your school replace its present pica machines with elite ones? Mr Bast believes so: in his community most businessmen use elite typewriters, want typists trained in their use.*

## Classroom Typewriters—Pica or Elite?

■ **M. L. BAST**  
Central State College  
Edmond, Oklahoma

**A**RE the typewriters in your school classrooms pica or elite machines? If your school is like most schools, you have pica machines, because traditionally we use pica machines in instruction. But businessmen in many communities prefer to use elite machines and protest to us that "You aren't training your students to be practical" and "You ought to train your students so that they develop judgment in the use of the kind of equipment we have in our offices."

A check of the typewriters in a number of businesses, both local and in neighboring cities, disclosed a great predominance of elite machines. Furthermore, most of the few pica machines found were very old ones. Office managers, questioned about the size of type they were using and their plans for new machines, indicated in the majority that they would purchase only elite machines.

As another verification, a study was made also of a great number of business letters received from many parts of the country. These letters were from business concerns, from publishing houses, from governmental agencies, and from many professional associates in business education. Nearly 95 per cent of these letters were written with elite type!

Yet, just recently, I asked the state manager of a major typewriter company how many schools in the state were using typewriters with elite type; and he replied, "So far as I know, *only three*"! What a contrast, what a gap for our students to be required to leap!

### It Is Not Fair to Our Students

We must get more elite typewriters into our classrooms. When we send a student to an office for an interview for a position as typist or secretary, can that student face with confidence his try-out test?

So long as we train mostly on pica machines, our students may have an experience similar to the one I encountered on my first



application interview. The businessman dictated two letters to me and told me to transcribe them. Despite my nervousness—we all appreciate the strain of an employment interview!—I got the take solidly; but, when I approached the typewriter, my inadequate training revealed itself. I had been trained to use judgment in the placing of my letters, to estimate the length of letters from the quantity of shorthand notes—all good and proper—but my judgment was developed on only a pica typewriter. Before I had corrected my estimate in terms of the “strange” small-type machine, I had already misplaced my first letter entirely. Generously, the businessman said he would let me know if a vacancy occurred. I did not press the point.

But I press the point now that it takes but one foreign factor, such as the variation in pica and elite machines, to completely undo the excited job applicant. Our students must develop good judgment—but it must not be limited to good judgment on a pica machine, not when businessmen are using elite ones!

We teachers and our schools are responsible for seeing that students are trained properly, and proper training includes the use of equipment as much as it does format and procedures. We teachers must know the requirements and must inform our school administrators of our equipment needs.

### Use Both Machines in One Classroom

At a recent meeting of district teachers, one typing teacher commented, “I don’t see how it would be possible to teach a class with some of the students using elite machines and others using pica ones.”

My reply was that I found it no more difficult to teach a class using two sizes of type than to teach the use of margin stops on four different makes of typewriter.

There is no doubt that it is easier to teach a class when all machines in the room are identical; but few schools are large enough to have batteries of identical machines. Besides, the instructional problem is not difficult. Authors of typing texts have long recognized both spacings and have included all necessary instructions, and one of the easiest modifications that any teacher can make is to give instructions in terms of inches instead of in terms of so-many-strokes in a line.

Now that typewriters *are* becoming available again, let’s switch over to more elite machines. Let us not alibi our shortcomings to businessmen; let’s train our students on the kind of equipment businessmen really use.

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■ *Intrigued by Mr. Bast’s demand for a switch to elite typewriters, Typewriting Expert Harold H. Smith wrote to the L. C. Smith, Underwood, Remington Rand, and Royal typewriter companies to inquire concerning their present and future practices in regard to the elite-versus-pica problem. In the following commentary, he summarizes their replies.*

### Not Entirely Elite, Though

Before we discard our pica machines in favor of elite ones, as Mr. Bast suggests, it is important that schools make a survey of the typewriters used in the local employment market. For, a report from four leading typewriter companies indicates, the pica machine is still a very popular machine in business.

Indeed, three of the four firms report that most of their standard correspondence machines in use today in business and professional offices *are equipped with pica type*; only one reports that the majority of its machines in present use are equipped with elite type.

Second-place frequency was given to elite for the first two firms, to “large elite” for the third firm. The firm that reported elite as highest frequency naturally placed pica as the second-place size.

Third-place frequency was given as follows: elite, one manufacturer; large elite, one manufacturer; and Gothic, the other two. In fourth place were “Gothic 2,” modern roman, and great primer types.

### An Eye to Future Machine Production

We asked the four companies to do a very difficult thing for B.E.W. readers: to guess the probable demand and to predict the probable proportions of machines to be made in the future.

(It must be remembered that manufacturers do not decide such matters; their customers do that when they order new machines.)

It is, therefore, interesting to note the replies: two manufacturers will continue to place greatest production emphasis on pica machines (respectively, 48 and 55 per cent of their output), and the other two estimate that their future machines will be predominantly elite (60 and 55 per cent of output, respectively). "Other sizes" accounted for only 5 to 10 per cent of expected output.

Incidentally, it is also interesting to note that all four companies report that their portable typewriters will be mainly pica type, with elite just a poor second (about 22 per cent). Most of the companies expect 70 to 75 per cent of new portables to be pica type; one firm estimates, however, that the elite type will soon reach a 40-to-60 ratio with pica.

#### **A Technical Matter: the Horizontal Pitch**

"Horizontal pitch" refers to the number of spaces to the inch across the line. Ordinary pica type is spaced "10 pitch"; ordinary elite type is spaced "12 pitch." Often, however, one finds elite type being used on 10-pitch lines, for some offices like the spread-letter effect of the elite letters on a pica pitch, which improves legibility and discounts the unevenness in spacing caused by a poorly adjusted typewriter, a rickety table, or uneven operation. If it is important to condense the typewritten matter, it is even possible to obtain machines with elite or Gothic type on 14-, 16-, or 18-pitch spacing.

(The dangers of speaking of elite or pica

"spacing," therefore, as is common in some texts, schools, and literature, are obvious.)

Inasmuch as pica machines are still in the majority, it is probable that 10-pitch machines are also in the majority. This majority is given added weight, too, because many elite machines are equipped with the 10-space spreading pitch. The typewriter companies believe, however, that 12-pitch will most frequently be used for elite in the machines of the future.

#### **What Kind Do Our Schools Purchase?**

Mr. Bast is certainly accurate when he says that schools nearly always purchase pica machines! The manufacturers report that from 70 to 99 per cent of their sales to schools are for pica machines. Elite machines range from 10 to 28 per cent only, and other unusual sizes vary from 1 to 5 per cent.

Mr. Bast is certainly right, also, when he says that the proportion of elite machines should be increased—including some 10-pitch elites along with the normal 12-pitch elites. Only when students have opportunity to develop their placement judgment on all kinds of machines can we be certain that they are ready for employment. I hesitate, however, in view of the report from the typewriter manufacturers, to go so far as to say that we have yet reached the time when we should replace all, or even most, of our pica machines with elite ones.

Local surveys and continuing close relations with the businessmen employing your graduates will provide the best guide. —  
*Harold H. Smith*

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- *If you devote the first five periods of your bookkeeping class to setting the stage for learning instead of to swamping the students with bookkeeping details, you will achieve far more, says this veteran teacher and school visitor. You will save this for reference next September!*

## **The First Week in Bookkeeping**

**W**AIT! Hold that textbook. When you meet with your bookkeeping beginners, *don't* launch into a treatise about bookkeeping principles; instead dedicate the first five periods to intelligent background building.

■ **PERRY SINGER**  
Special Lecturer  
Gregg College Summer Session

As a matter of fact, the expert teacher of bookkeeping begins his preparation for those

crucial first five days before school opens in the autumn. He visits local business establishments so as to get up-to-the-minute information about the employment market, about salaries, about duties, about the successes of last year's graduates, about new equipment being introduced into the bookkeeping offices, and such information as he may feel will be helpful. Then, with his mind full of these specific points of information, he plans his work so that the bookkeeping periods for the first five days will properly set the stage for learning bookkeeping.

### The First Day: Ask "Why?"

When the first day of school arrives and the students who have signed up for the class in bookkeeping are assembled for the first class period, the teacher goes to the blackboard and writes the word *WHY*. Then he informs the students that the bookkeeping texts will not be used for a few days because he has some very important things to discuss. This discussion is to lay a good foundation for their future study of the subject.

He points to the word *WHY* on the blackboard and asks many questions like the following: Why are you here? Why are you taking this course? Why did you enroll in the bookkeeping class? Why do you think you would like to have a bookkeeping position? A discussion of these questions by the teacher and the students will bring out many ideas that the wide-awake bookkeeping teacher can use.

He then tells the class the number of bookkeepers, the number of office workers, the number of machine operators, and so on, that will be needed in the spring; he tells them the general ratio of students in the country who obtain bookkeeping positions after graduation. He then suggests that the students begin thinking about whether they would rather be machine operators, office workers, or bookkeepers and promises to discuss this matter with the entire class later.

This introduction to bookkeeping will not only get the students to feel more at ease but will also open their eyes as to what they should learn in the bookkeeping class besides the knowledge of bookkeeping itself. The students will reason with one another as to how to get the most out of the subject. The

teacher sells himself to the members of the class the first day: he lets them know that he is there to help them, that *this* is a different kind of a course.

### The Second Day: Mathematics

The wide-awake bookkeeping teacher knows that bookkeeping is simply applied mathematics. If the student is poor in mathematics, he will certainly be poor in bookkeeping. So, on the second day of this introduction, the teacher goes to the blackboard and writes the word *MATHEMATICS*. The teacher informs the class that he is going to show how easy mathematics can be. He knows that the average student does not like mathematics; so, he must approach the subject in an interesting manner.

He announces that he is going to give them some mental arithmetic problems and that pencils or pens will not be necessary at this time. He explains that, as soon as he completes stating the problem, the students should give an answer—he hopes that it will be the correct one—or at least as near the correct answers as they can. He will not wait long for answers. He starts out slowly, so that the learners can get the problem and try for the answer. The following are good illustrations: "2 plus 2, minus 1, plus 3, multiplied by 3, divided by 2"; and "3 plus 3, minus 2, multiplied by 4, minus 1, divided by 3, plus 5"; and "2 multiplied by 4, plus 2, multiplied by 2, plus 1, divided by 3"; or any other combination that may be made up on the spur of the moment. As soon as a student gives the correct answer, the teacher starts at once with the next problem, for this will keep the students on the alert. (Five minutes of such mental drill is sufficient for the first time. Each day the problems should be harder.)

Next, the teacher places on the blackboard a simple problem in addition and shows them how easy it is to add correctly and rapidly by grouping figures that will be the sum of 10 or fraction thereof. This may be done by skipping around in the columns of the problem to find the groupings of 10, as shown in the following problem:

364
746
583
722
588

In adding this problem with the class, he says, "Ten (adding 8 and 2 in the first column of the problem), twenty (the previous sum of 10 plus 6 plus 4, skipping the figure 3 for the moment), twenty-three (the previous sum of 20 plus the 3, the remaining figure in the column); place the 3 of the sum 23 at the bottom of the first column."

He adds the second column with the class by saying, "Ten (the figure 2 carried over from the first column plus the first 8), twenty (the previous sum of 10 plus 2 plus 8), thirty (the previous sum of 20 plus 4 plus 6); place the cipher of the sum 30 at the bottom of the second column."

He adds the third column with the class by saying, "Ten (the figure 3 carried over from the first column plus 7), twenty (the previous sum of 10 plus 5, plus 5), thirty (the previous sum of 20 plus 7 plus 3); place the sum, 30, at the bottom of the third column; and you will have the sum of 3,003 for the correct answer for the problem."

This procedure shows the students how easy addition is. They will want to try it out; so, give several short and easy problems.

The good teacher stimulates a game atmosphere by directing that the first member of the class to get an answer should call out "One"; the second, "Two"; the third, "Three"; and so on. When over half the class has called numbers, the teacher asks someone to read the answer by saying, "Number One, your answer?" or "Number Two, your answer?" or any other number called. The teacher selects a different number each time, of course. He suggests that, if the students have the same answer as the one given by the student who responds, the students should call out the one word, "Check." If they have a different answer, they should remain quiet. If the answer has a number of *checks*, the teacher goes on at once.

There are many good short cuts and competitions in addition, subtraction, multiplication, and division that can be used from time to time to keep up student interest. Competition is the life of trade—and arithmetic; the student likes the idea of competing.

### **The Third Day: Penmanship**

Penmanship should be the topic of the third day of the bookkeeping class. It should

come in for a good discussion, for a poor writer will not be a fast and accurate bookkeeper, as probably he will not be able to read easily the figures he makes. Numerals should be written small and neat. On the third day, then, the teacher places the different figures on the blackboard and has the students practice them in groups. This will give them better practice than writing each figure several times before going to the next. Be certain that the student uses a good *pen*. Figure-writing practice should be continued throughout the first two or three months of the bookkeeping instruction.

### **The Fourth Day: Want Ads**

Want ads should be the subject of discussion on the fourth period of the bookkeeping class. The teacher suggests to the students that they bring to class a number of want ads from the local newspapers, and then reviews the ads with the students. They will find that nine-tenths of the want ads will ask for a combination student—either for bookkeeping and machines, or bookkeeping and office work, or bookkeeping and typing. Discussion should follow to identify the different things a bookkeeper must know in addition to knowledge of how to keep a set of books.

### **The Fifth Day: Habits**

The last day of the first week in the bookkeeping class should be devoted to the word *HABITS*. The instructor writes the word on the blackboard and then discusses with the class the habits of having pencils sharpened, having fountain pens filled, being at their desks before the start of the class, and all the other habits that are characteristic of good bookkeepers, both as learners and workers. Getting students to understand that habits formed at the start will help them save hours of later correcting for the teacher.

### **Summary**

The information stated in this article should take the first week of the bookkeeping class. Then, and not until then, should the student begin his work as presented in the text being used in the school; for then, and not until then, is the student ready for instruction in bookkeeping itself.



# "Vary the Tempo of Your Teaching"



This is the eighth of ten commandments for the teaching of shorthand, by CLYDE I. BLANCHARD

MANY shorthand teachers start teaching shorthand at top pace and continue at that tempo throughout the course. Many other shorthand teachers start slowly, teaching patiently and very understandingly and continue at that tempo throughout the course. Authorities in the psychology of building skill have found that better results are obtained when the teacher varies the tempo of his teaching to fit the different levels of skill building.

As Dr. James L. Mursell, the noted psychologist, explained in his series of articles in the *BUSINESS EDUCATION WORLD*<sup>1</sup> and also in his well-known book, "Streamline Your Mind," we have every reason to believe that it is wrong to hurry students at the beginning of their course.

"The early stage of acquiring any skill," Doctor Mursell says, "is essentially a process of shaping things up, of getting the sense or 'feel' of what must be done. We nearly always find that a learner who is left entirely to himself will approach the problem of learning in quite the wrong way.

"Hence his initial job, and one that will last for some time, is to get what might be called the shape or run of the skill. This calls for a redistribution of attention, and for bringing the salient features of the situation (dictation-and-pen-movements) into proper focus. But if he is pushed for speed too soon, his attention is distracted from these absolutely essential matters. What happens is that he is forced to notice secondary considerations and is blocked from noticing primary considerations.

"The careful, thoughtful scrutiny of the detail of one's movement pattern is impossible if one is hurried. Faults creep in and establish themselves before they are recognized, which is sure to make trouble later on. It seems clear, therefore, that as a general practice premature pushing for speed does far more harm than good. Indeed, in one very important experiment<sup>2</sup> on the acquisition of a motor skill, the subjects who were required to push for speed consistently from the start *never acquired the skill at all.*

"It would be a mistake, however, to think that slow practice, without any further qualifications whatsoever, is in itself the answer. It is not the slowness that is effective, but rather what the slowness enables us to do. Indeed, the issue should not be stated as one between fast and slow practice. What we want, if rapid progress is to be made, is thoughtful, analytic, purposive, intelligent practice.

"Although in the main the beginner should practice slowly, for the reason that only so can he critically and intelligently observe his own reactions, there is no reason why, once in a while, he should not push definitely for speed. Indeed, there are good reasons why he should, and also why he should do so more and more often as his skill advances and his control becomes established.

"Challenges of this kind, however, should not be set up too early in the game. At first they should be widely interspersed between material designed for easy, thoughtful practice; and they should become frequent only at

<sup>1</sup> "The Problem of Speed," *The BUSINESS EDUCATION WORLD*, XXII, No. 9 (May, 1942), pages 753-756.

<sup>2</sup> George S. Snoddy, "An Experimental Analysis of a Case of Trial and Error Learning in the Human Subject," *Psychological Monographs*, XXVIII, No. 2, Whole No. 124, 1920.

the later stages of development. So placed, they have the effect of hardening and making definite the whole movement pattern."

Here are a few illustrations of varying tempos in teaching shorthand:

Slow, even tempo when teaching new theory principles or when improving the penmanship of an outline.

Fast tempo when reading brief forms pointed to at random from outlines on the blackboard.

Fast tempo when dictating half-minute or one-minute takes preparatory to five-minute takes.

Slow tempo when dictating a five-minute take following these short bursts of speed.

Slow tempo when dictating letters for transcription in the early stages of transcription training.

Let me repeat one sentence that I have quoted from Doctor Mursell: "What we want, if rapid progress is to be made, is

thoughtful, analytic, purposive, intelligent practice."

In this sentence the teacher of shorthand, or of any other skill subject, will find his guiding principle. By following it, he will vary the tempo of his teaching to fit his immediate objective. We might call this procedure interpretative teaching. The interpretative teacher uses varying tempos as the great musician uses them to convey to his listeners the richness and depth, the color and emotion, of the musical theme of the composer. So will the interpretative teacher convey to his students the purpose of each effort in the mastery of skill.

Go over each lesson carefully with this eighth commandment in mind. Mark your teaching score clearly to indicate where and how you should vary the tempo of your teaching. Observe its effect on your students and make such changes as necessary to obtain the highest possible achievement.

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- *Do your fellow teachers abuse the time-honored practice of letting commercial students "get experience" by typing and duplicating for them? It takes an alert and tactful business teacher to extract the genuine learning values without permitting students to be imposed on.*

## Getting Out Commercial Work for Teachers

■ **HAROLD J. JONES**  
Thomas Jefferson High School  
Council Bluffs, Iowa

SOMETIMES teachers can be very unreasonable. No doubt many students will agree with this statement, and some teachers—especially business teachers who are asked to "get out" work for other teachers—will concur as well. Our academic associates have little concept of the labor and time involved in preparing and producing copies of a duplicated test or in transcribing a dictated letter. Quite often they bring material to the department office and want the finished product in the twinkling of an eye.

As a matter of fact, some of them are even condescending about it. "It's such good experience for your students," they say, apparently oblivious of the fact that our secretarial-

and office-practice classes have courses of study just as intricate and clocked as are their own courses in science or history.

There is some truth in their words, however. If a business class is large enough, if time is available to make a teaching project of the task, even routine work may be beneficial. Our business students can profit from the experience of producing work that is to be used, from the necessity of meeting a time dead line, from the personal responsibility for completing a job, from the businesslike contact with an adult. It is up to us, the teachers, to see that these benefits are obtained. On the one hand, the work for other teachers can swamp a class, can upset progress, can really reach the imposition stage; on the other hand, the same work can be most stimulating. The secret lies in controlling the work; and, to do that, our school has worked out a routine.

## Preliminary Work With the Students

At the outset of the semester, before any work is accepted, a class period must be devoted to a discussion of the single most important factor in the success of a working-for-the-school program: *dependability*.

Discussion should center about the duties for which students in the program will be depended upon:

1. To work to the best of their ability.
2. To stay with every job until it is completed—on time.
3. To leave machines and materials in such condition that others can start a new project on them immediately.
4. To see that none of the instructional material received from the teacher is misplaced.
5. To be sure that all original papers are kept and returned to the teacher from whom they were received.
6. To see that practice sheets or ruined copies of confidential material—tests, for example—are given to the teacher for whom it is prepared.
7. To guarantee that they do not work on test materials being prepared for their own classes.

and, of course, especially,

8. To keep in strictest confidence any information gained by working on any material.

## Some Types of Work That Should Never Be Accepted

At the outset of the semester, also, the commercial instructor must decide whether he is going to control the program or let his associates run it for him. If he is to control the program, he must make it clear exactly what kind of work he will accept for his students and what kind he will not. It is amazing what some teachers will ask for.

There is, for example, the uninformed teacher who comes to the department office with a workbook that has been sent to him for examination by a publishing company. The teacher may have altered page after page, or may even have made no alterations at all; but he coolly asks whether some secretarial student could make enough copies of the material to supply a whole class.

Instead of a workbook, he may have a copy of a printed test picked up from a display at a convention—a test prepared by some author through much labor and research—and want us to make duplicates for him, apparently unaware that he could buy copies of the test cheaper than we can forge them!

(Hard to believe these examples? Many business teachers will verify them!)

The answer to such requests as the foregoing, of course, is that the teacher must be informed that to duplicate such materials is in violation of the copyright law, that nothing of the kind can be duplicated without written permission of the copyright owner, and that it is extremely unprofessional to a fellow worker even to suggest that his materials be “forged” on a duplicating machine.\*

The Dramatic Department is sometimes the culprit in an act similar to the ones just described. Someone, either the dramatic coach or the “leading character” in the next high school play will approach you carrying a small book; then, it will be carefully explained that there are a number of actors and actresses in the play and that it is very necessary that each have a copy of his individual part (including all the cues). You are then asked to find a good typist who will either type a number of copies with carbons, one for each individual in the play, or perhaps even “run off” duplicated copies.

Don't do it. If you have ever tried doing this once or twice with all the work involved, you have no difficulty at all in telling your “customer” that it is against the copyright law and that copies of the booklet are not so expensive that they cannot easily be paid for out of the anticipated receipts from the show.

## Don't Take Verbal Instructions

When a teacher approaches you with some material to be “taken care of” and begins by giving you verbal instructions, the best thing you can do is say, “Write it down.” You will save yourself and your students much embarrassment and extra work if you insist that teachers write out the instructions, just as they are to be followed. This is the least they can do as their share of getting the work done. Written instructions serve several purposes:

1. They enable you to carry out your objective of training students to assume responsibility, which you cannot do if you are the only one who has the instructions.

\* Some magazines make a point, as does the B.E.W., of indicating when materials may be duplicated without written permission. To duplicate other materials, even whole articles, is, as Mr. Jones points out, a definite violation of copyright laws.

### INSTRUCTION SHEET FOR OFFICE PRODUCTION PROJECTS

Teacher's name \_\_\_\_\_ Date brought in. \_\_\_\_\_  
Teacher's room \_\_\_\_\_ Date desired.... \_\_\_\_\_  
Best time for \_\_\_\_\_ Last period work \_\_\_\_\_  
consultation.. \_\_\_\_\_ can be used..... \_\_\_\_\_

#### MATERIAL WILL BE PRODUCED IN THE ORDER RECEIVED

The Commercial Department is glad to have practical materials with which our students can work and desires to be of service; but it must be remembered that much production work is handled in addition to the assigned work of the class. Many times, students must put in extra time before and after school in order to have your work completed on the date desired. We urge you, therefore, to submit your job requests early.

#### SUGGESTIONS TO THE TEACHER

Please write on only one side of the paper when preparing your first drafts of work to be duplicated, so as to make it possible for several students to work simultaneously on a project. Please see that your pages are numbered. Please see that unusual names or words are written plainly or printed. Please write instructions in complete detail. Fill in directions on either Part I, Part II, or Part III of this form, as appropriate.

#### PART I, FOR LETTER PRODUCTION

Number of letters \_\_\_\_\_ From handwritten copy? \_\_\_\_\_ If so, attached? \_\_\_\_\_  
To be dictated? \_\_\_\_\_ If so, what is most convenient time or period? \_\_\_\_\_  
Number of carbon copies of each letter \_\_\_\_\_ Envelope to be addressed? \_\_\_\_\_  
How do you want your name and title \_\_\_\_\_ How do you want your return address  
to be typed below signature space? \_\_\_\_\_ indicated on letter and envelope? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### PART II, FOR TEST DUPLICATION

Title of test \_\_\_\_\_ Number copies.. \_\_\_\_\_  
Preference of method of duplication: \_\_\_\_\_ Stapled?..... \_\_\_\_\_  
Stencil..... \_\_\_\_\_ If so, where?.. \_\_\_\_\_  
Hectograph... \_\_\_\_\_ Save master for \_\_\_\_\_  
No preference \_\_\_\_\_ future use?.... \_\_\_\_\_

Note: All papers pertaining to this test, spoiled or good, and your original copy will be returned to you. Note also that we cannot duplicate copyrighted material.

#### PART III, FOR OTHER PROJECTS

What kind of material is it? \_\_\_\_\_  
If to be typed, how many carbon copies are desired? \_\_\_\_\_ Any special instructions: \_\_\_\_\_  
\_\_\_\_\_  
If to be duplicated, preferred method \_\_\_\_\_ No. copies \_\_\_\_\_  
Retain master for future use? \_\_\_\_\_ Special instructions \_\_\_\_\_  
\_\_\_\_\_

TO BE FILLED OUT BY STUDENT	TO BE FILLED OUT BY TEACHER
Name _____	Name _____
Other students who aided on project: _____	Evaluation of work (please check one):
When completed _____	Not acceptable _____ Acceptable _____
	Very good _____ Excellent _____



2. They provide you with concrete, rather than verbal, work specifications.

3. They help train the students who work with the projects in the experience of getting and following written instructions.

4. They supply you with something specific to check back and perhaps use when the finished product is not just what the teacher expected.

It is well to use a stencil-duplicated form, similar to the one that accompanies this article, on which the teacher can write his instructions. [Yes—permission granted!]

## Taking Turns

While most people are considerate, there are those who bring work to the department who feel that their material deserves a priority rating. Sometimes, it is true, there *are* rush jobs that can be taken care of without too much difficulty, such as programs and events that cannot be written and worked out until almost the last minute. These rush jobs provide good teaching material, as students learn to get as much of the preliminary work done as possible and have everything ready to "go" as soon as the copy is received.

In most cases, however, the priority expecter has not allowed sufficient time for getting out the work properly. Try a good rule and keep it, such as: "Material will be worked on in the order received." After a rule of this kind becomes generally known, it is surprising how soon teachers will form the habit of looking just a little farther ahead!

## Have a System

Whether much or little work is done in the department, it is necessary to have some sort of a system. Otherwise, you will soon find that you have accepted more work than can be finished in the time available.

There are some details that the student who accepts the responsibility of a project should know very definitely. These can all be obtained from the form previously mentioned, which the teacher fills out when submitting copy of any kind. The student should know the dead line by which the material must be completed. He should know very definitely what the work is and how it is to be taken care of; whether typewritten or duplicated; and, if the latter, on what kind of a machine. He should know whether there is anything

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## FEATURES

## Case Studies

MARION WOOD  
College of Practical  
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Boston University

### 13. Althea

ALTHEA could type fast, seventy-five to eighty words a minute; but the periods always perforated her papers. Even though papers were returned, it was difficult for her to concentrate to the extent that she would remember to strike the period with less force.

The first thing we did was to ask the repairman whether he could file the period key so that it would not be so sharp. This helped some.

Then, for one month, Althea drilled on paragraphs containing short sentences where it was necessary for her to strike the period many times. In these drills, she made a special effort to concentrate on striking the period with a lighter stroke. Althea still has a forceful stroke, but the periods are less obvious.

### 14. Eileen

EILEEN had never completed a really satisfactory job on the duplicator. Her copies showed an unevenly stroked master, in spite of careful instruction on stroking.

The Alumni Board asked the department to duplicate some minutes of a meeting it had held recently. Usually we think of girls who do outstanding work in duplicating when we give an outstanding job as an assignment; but I wondered just what Eileen would do; so I asked her to try. At first she was reluctant to accept the assignment. I convinced her that she was the only available operator at the time, and she undertook the task. She finished the job with acceptable results and a great pleasure in her own accomplishment. In thanking me for giving her the assignment, Eileen said: "With a happy frame of mind goes a sense of relaxation and a feeling of confidence. All these things helped me to do a good job. Now I have mastered the duplicator."

unusual about the procedure to be followed. He should know where the teacher, for whom the work is being done, can be found if anything needs to be checked. It is better for the student to check *while the work is being done* than to guess at questionable words or instructions. It is also well, when something unusual is to be worked out (such as a program booklet for the P.T.A. or the menu and program for a banquet) for the business teacher to give the student some estimate of the time necessary to complete such a project; otherwise, the student, as well as those who submit the material, will generally underestimate the time needed. A complete "dummy" of any booklet *should be insisted on* as the first step; this will insure proper margins for binding and the right pages on the right sten-cils. In some projects it is necessary to work out specific steps for the students to follow.

The accompanying Office Practice Project form, which the teacher submitting material fills out and clips with his papers, is one that we have found useful. It gives every teacher the feeling that the assignment is a business undertaking, that there is a time and work element. It helps students realize that the material has to be acceptable, and that they must do their best to get a high rating and the compliments that are given by the teachers.

When a project is completed, the student in charge delivers the papers to the teacher for whom the work was done and waits while they are inspected and the Evaluation section on the form is filled in. Thus, the Office Practice Project form, when returned by the student, serves as a receipt from the teacher and as a complete record for the department.

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- *The observation trip can be a tremendous waste of time. But, if the teacher plans carefully, coaches students on what to look for, sets up a routine of repeat visits to one store, and closely supervises the program, the observation trip can be extremely valuable.*

## Observation Trips in Teaching Retailing

■ DAVID W. BLAKESLEE  
Simmons College  
Prince School of Retailing  
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STORE observation trips for students of retailing are not new. Students have been exposed through observation—both casual and planned—to a multitude of business activities both in and out of retailing. Yet how many of these students understand what they are seeing and remember and apply what they have seen? Too often observation trips serve one purpose under the guise of serving another: they serve as an opportunity for recreation rather than as a learning period. If there is no attempt made to organize the observation trip and to focus student attention on certain important aspects of the job under study, then the students' time would be spent far more profitably in academic study.

What can be done to make this type of learning experience really effective? The Sim-

mons College Prince School of Retailing has developed observation trips in retail stores to the point where they are a real and profitable supplement to the classroom study. We plan carefully each observation with the stores concerned, focus student attention by using questionnaires, and follow up in class discussions. The techniques employed will be described in the paragraphs that follow.

The trips are a required part of the course entitled Retail Management. Observation trips are used to enrich those phases of the course that deal with several operating activities of retail department and specialty stores. Some of these are: delivery, adjustments, traffic, wrapping and packing, floor supervision, and personal shopping.

At present fifty students are making these trips one afternoon a week. Ten students are assigned to each of five leading department and specialty stores in Boston. The students report to the same store for the whole series of trips. It is felt that this removes the neces-

## FACTORS TO CONSIDER DURING OBSERVATION OF ADJUSTMENTS

### I. Note the methods used in record keeping for merchandise adjustments.

1. What forms are used for recording complaints through the mail?
2. Where do the copies of the various forms go?
3. How long are adjustment reports kept on file?
4. What records are used when customers call in person?

### II. Note the organization of the merchandise adjustment department.

1. How many people are employed in the department?
2. In what major division of store organization is the merchandise adjustment department?
3. Who makes the final decision on questionable adjustments?
4. How many customer interviewers are there who can make decisions on adjustments?
5. What part do section managers play in the adjustment organization?
6. What accommodations are there for customers who wish to register complaints?

### III. Note the organization of the bill adjustments department.

1. Do bill and merchandise adjusters report to the same store executive?
2. How many people are employed in the bill adjustment department?
3. What forms and machines are used for billing accounts?
4. Does the store use "cycle" billing?
5. What accommodations are there for customers who wish to check on their bills?

sity for a new adjustment each week on the part of students and store people alike.

### Arrangements Made With the Stores

Two weeks before the first observation, the course instructor makes the necessary contacts with each store. He presents a proposed schedule of weekly trips to the store management for its suggestions and approval. This schedule includes the number of students involved, the date and purpose of each trip, and the person to whom the students should report. When a schedule has been worked out that is acceptable to all the stores, a letter is sent to each store confirming the schedule and listing the names of the students who will report.

At the same time that this formal schedule is developed, the details of each observation are discussed with the store, for store executives are also eager that the students get the most from these trips. The wrapping and

packing observation, for example, is broken down into three distinct parts. A representative of the training department or the wrapping and packing supervisor is assigned the task of explaining to the group the general aspects of the activity. This includes the organization, the type of people employed, and the training given to these people. This introduction is followed by a tour of typical wrapping desks and of the central wrapping room or the shipping room of the store. The third and final phase of this observation finds each student assigned to a wrapping desk. Here the student observes at first hand the system used in daily operation.

Observation of the adjustment department furnishes another example of the co-operation so willingly given by the store executives in planning these observation trips. This trip is also divided into three parts. A representative of the training department or of adjustments describes to the group the type of organization the store uses for handling merchandise and bill adjustments. After this valuable preparation, the group is usually divided into two smaller groups. While one group is conducted through the merchandise adjustment office, the other observes the bill adjustment office. In this way the disadvantage of trying to handle a large group in what are usually rather crowded quarters is eliminated. This arrangement has the decided advantage of more individual attention to the many questions asked by the group.

Similar appropriate arrangements are made for each of the observation trips. It should be emphasized again that the stores are most willing to co-operate fully in planning. The staff assistants are enthusiastic.

## FACTORS TO CONSIDER DURING OBSERVATION OF WRAPPING AND PACKING

### I. Note the organization and supervision of wrapping and packing.

1. In what division of the store is wrapping and packing handled?
2. What are the lines of authority?
3. What are the responsibilities of the supervisor?
4. Is there a training program for wrappers? packers?

### II. Note the methods of operation.

1. What are the duties of the examiners?
2. Are examiners responsible for inspection of merchandise and sales checks?
3. What method is used to check errors made by examiners?
4. What incentives are offered for high production?
5. If the store has a central wrap system, explain the system employed to get merchandise from the selling floors ready for delivery.
6. Are supplies measured accurately, or is there obvious waste of supplies?

### III. Note the working conditions.

1. Are the desks well planned?
2. Is the lighting and ventilation adequate?
3. Note the particularly strong and weak points of the operation.
4. Collect and explain as many forms as you can.

Providing students with a what-to-look-for study guide puts purpose into the observation visit.

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factors in the activity and secondly to highlight those factors that might otherwise be overlooked. Another point should be mentioned here concerning the questionnaires. The questionnaires do not follow exactly the same pattern. In the first questionnaire, for example, working conditions are stressed. The students, as a result, are conscious of the working conditions; and it is not necessary to include the same directives a second and a third time.

## Directed Student Attention

The success of an observation trip hinges, not so closely on how much students observe, but rather on how well they observe it. First of all, the person responsible for sending students to stores should be reasonably familiar with the operation and the types of activities to which the students will be exposed. In this way the students can be better prepared for the observation.

This preparation, so to speak, is in the form of a questionnaire. A questionnaire is prepared for each of the observation trips. It is designed first of all to direct the students' attention to important aspects of the operating activity. The second purpose is to provide the students with questions, the answers to which they should know and can get by listening to, looking at, or discussing with the store people.

The questionnaires are set up in topical form. Under each of three to five headings there are specific questions that should be answered. These questions do not attempt to cover every detail of the operating activity. The idea is to point up first of all the major

## Follow-up of Observation

Routine textbook information on each phase of a course can become deadly to student initiative in class discussions. It can also completely miss the point in a field as dynamic as retailing—hence, the value of well-planned and well-directed observation trips.

When the necessary subject matter has been presented on any one of the operating activities, a lively discussion immediately develops. That discussion is based on the observations. The members of the class have, literally at their finger tips, the material for an analysis of how the activity is actually handled in five different stores. Comparisons are drawn and possible reasons for the various methods used are discussed. The information gathered by the students from the various stores is pooled for the benefit of all.

The results of these observation trips compensate many times over for the time and effort put forth in their planning and execution and serve the vital purpose of helping to keep the material taught on as practical a basis as possible.



# The Administrator Looks at the Teacher of Elementary Business



Eighth of an administrative series by Los Angeles Supervisor of Business Education, JOHN N. GIVEN

JUNIOR high school students are immature. Their knowledge about the world of business is limited to their dealings with the corner grocer. Their knowledge of finance is concerned chiefly with the fact that when they pay thirty cents to see a movie they should receive seventy cents change from a dollar bill. Their knowledge of retailing is, generally, limited to the fact that "frilly things" neither launder well nor wear well, but that dull, coarse, unromantic yarns, particularly the type that are used in "Levis," wear like iron.

The foregoing paragraph might well be read again. Its importance to the administrator is this—the teacher of junior business training is dealing with a group of young people whose real knowledge about the world of business is limited, inadequate, and sketchy.

## *Basic Considerations*

The administrator should be alert in his supervisory visits to note the way in which the subject under discussion is presented. If the subject has to do with such important economic matters as the number of miles of railroad lines in the United States or the numbers of billions of dollars that make up our national debt, he can draw one conclusion at least—the subject is beyond the comprehension of a majority of the class.

It must be basic; it must be elementary; it must be within the experience and comprehension of the average pupil of fourteen to fifteen years of age. These are the subject content essentials of an Introduction to Business course.

## *Symptoms*

The administrator should be able to judge

the ability of the teacher of this subject by placing a "yes" after this theoretical check list:

1. Does the teacher pay particular attention to and utilize every opportunity to give instruction in the fundamentals of good English usage, legible penmanship, and arithmetic drill and review?
2. Does the teacher have his work divided into carefully prepared units of instruction—for example, insurance, banking, travel, communication?
3. Is there constant and continued attention to the problem of guidance into, or out of, the field of business education?
4. Is the class work varied from day to day—such as class reports, motion pictures, field trips to local business organizations, outside speakers, class discussion on lively topics, debates, demonstrations or oral quizzes?
5. Is the teacher more interested in developing proper attitudes, as to the role of and the importance of business in our economy, than he is in having the student memorize a mass of unrelated facts and figures?
6. Is there widespread student response and activity—especially *activity*—as the assigned problems are discussed?
7. Do all students participate in the discussion and activities?
8. Does the teacher use good judgment in the framing of his questions?
9. Does he allow for individual differences and abilities in his choice of questions and in his assignments? Does the less able student get a more simple problem than does the "extra bright" student?

The course in Introduction to Business is an important one; its importance lies more in the area of guidance than in subject-content.

# Practical Audio-Visual Aids in Bu

E. DANA GIBSON

San Diego State College  
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**B**USINESS teachers have a responsibility for producing better-trained workers in less time than is now being required. For years business graduates have been leaving school, going out into business, and getting good jobs no matter how poorly equipped they might be. This condition of employment is fast passing, and the students under our guidance must be able to show high level of training to get and hold worth-while positions.

What has this to do with "Practical Audio-Visual Aids in Business Education?" A great deal. The average teacher knows how to turn out an average business worker in the usual time. Tomorrow he must turn out better-trained students. And how that can be accomplished lies, I believe, in the solution proposed here.

All of us know that students learn more through visual aids and retain more of what they learn than by the usual teaching methods. All of us have tried to use audio-visual aids in business classes and have come to the con-



Scenes such as the one above from "Handling Difficult Customers," (35 mm. sound slide film produced by the variety-store trade magazine, *Syndicate Store Merchandiser*) are fine if they are available when needed, but are of questionable value if shown to a class that has not yet reached or has passed the point under discussion. It is a good unit introduction.

clusion that they are a highly overrated teaching device. But, if we are going to fulfill our responsibility to our students and to our communities, *we must learn how to use audio-visual aids properly, so that we can turn out better-trained workers to meet the demands of a changing world.*

An audio-visual aid to be of value in the business classroom should satisfy several criteria:

1. The aid must contribute more to the class lesson than will the usual lesson prepared by the teacher—enough more to cover the additional cost of time, money, and effort spent in its presentation.

The average teacher does a good job of teaching. For an aid to do as well and enough better to justify the rental of the aid, the transportation charges both ways, the time or cost of the operator, and the depreciation on the equipment used, that aid has to be a master lesson. So far, few master lessons that can satisfy specific lesson requirements have been produced for business classes.

The Navy typing films, *Basic Typing: Methods* and *Advanced Typing: Shortcuts*, are worth the time and money they cost; but they do not fully satisfy some of the remaining criteria I shall present.

2. The aid must be pertinent to the subject matter under consideration at the time of showing and contain a minimum of extraneous matter.

At Highlands University we rent out audio-visual business aids. In our catalogue we suggest possible times and situations where the aids listed could most effectively be used. Because the units of a course are taught more or less in the same sequence, it is not possible for all renters to get the typing films when they will do the most good. As a result, many schools rent our films when they can do little good other than motivate the students and the teacher. This is not a big enough return for the time and money spent in their showing. Audio-visual aids must be in the school library for use at any time desired by the teacher, just as reference books are.

# Business Education

3. The audio-visual aid must be integrated to the lesson under consideration.

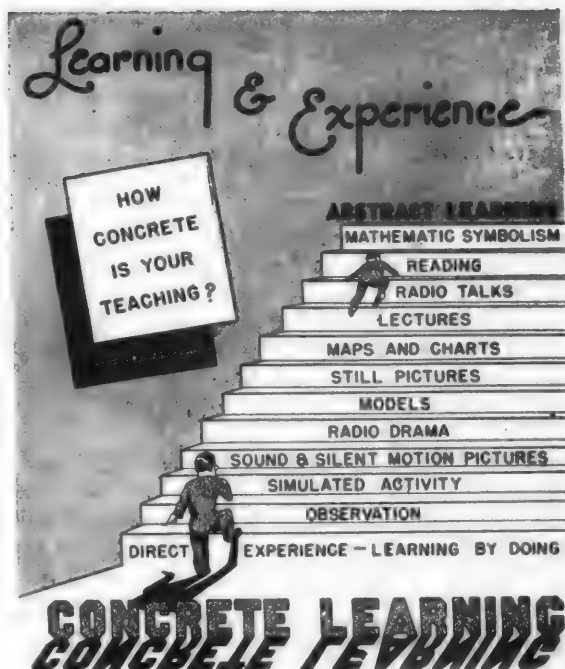
Even when a film or other aid arrives at an opportune time in the course, it will be of little value if its use is not integrated with the lesson. The class must be prepared for what the aid offers through the arousing of an interest in a problem whose solution can be observed or learned when the aid is presented. The class will see or hear little of value in the aid unless the relationship between its content and the class lesson has previously been pointed out to them. This may be done by direct statements about the facts contained or through questions or problems that arouse an interest that the aid can satisfy. Maximum results will be obtained only when the aid is followed with a discussion of the contents and its relationship to the lesson.

Using the Navy films again as an illustration, there is no one place that they can make their highest contribution to a typing class. This is true because they contain too much material. An aid must make a complete presentation, but it can tell too comprehensive a story. Too much information confuses a student. The Navy film *Basic Typing: Methods* covers so many topics that no single lesson can be tied to it or vice versa.

4. The aid must be available when needed. This includes preview time as well as one or more reshowings or re-presentations.

Most of us rent a motion picture for one day and return it the day it is used or the next day at the latest. This procedure does not lend itself to practical use of that aid.

In the first place, unless we have excellent notes from a previous experience with the aid, we must preview the new aid and fit it to our class lesson. Generally speaking, we show a film or present an aid immediately after its



preview. Few schools condone paying rental on an aid just so that the teacher can preview it; but the investment would be a good one.

After the aid has been used, only the exceptional teacher reshow or re-presents it that same year to the same class, a practice necessary for the greatest educative results. Any aid worth showing is worth showing more than once. In our use of aids a sufficient time must be provided to show and reshow them the needed times.

An aid does more than just one thing. Thus, a reshowing can be profitable. Most aids fulfill several purposes. What are they? An aid can present an overview of a subject, introduce a skill or knowledge, be used as a review or as a test, level individual differences, clarify a topic, and supplement or motivate a lesson. Seldom is an aid so worthless that its users can obtain all the worth-while information in one sitting.

5. An aid must present facts, ideas, or skills that otherwise would be difficult or impossible to show in the classroom.

■ *Anyone can waste time on "imported" visual aids—by showing a film "just because it is here," for example. If we are to do a better job in less time, we must know how to pick and how to use all the visual aids available to us. Here are your criteria!*

6. The aid must be used by business teachers who *want* to use it.

Teachers who use aids only because they feel they should seldom make the aid valuable to students. No lesson is better than the enthusiasm and interest of the person behind it. A teacher who is not "sold" seldom sells anything of value to her students.

7. The aid must be accompanied by a guide that meets the specific problems of the business teacher.

Most audio-visual aids do not have guides. Such guides as are available are rarely produced under the supervision of a business teacher, and they seldom tie the aid to specific textbook material. The crying needs today are first for aids that fit the outstanding texts in a subject area, and second for guides that show how to make the aid produce the greatest possible educative results.

Where no guide is available, the business teacher must obtain the aid long enough in advance to permit the production of a guide. This requires business teachers to be trained in the use of audio-visual aids.

8. The aid must be within the comprehension of the business students to whom it is presented.

Generally speaking, most business students can understand films. Graphs, charts, maps, posters, cartoons, and similar aids can be so complicated that a definite introductory explanation is required. Some aids, however,



"The audio-visual aid must be integrated with the lesson." The new text-films of the McGraw-Hill Book Company are prepared to correlate specifically with their texts, a step in the direction of meeting this criticism. Scene, from *Broader Concept of Method*, illustrates teacher-pupil planning of group activities as described in the Schorling text, *Student Teaching*.

are easily understood; and there is then the danger of oversimplification. Some films, indeed, are so childish that they arouse antagonism to themselves and audio-visual aids generally. But teachers must realize that most aids are not simple by nature and so require explanation before they become understandable.

9. The aid must have interest, which is not an inherent quality in an audio-visual aid but one that must be built into it.

Not all films are interesting and worth seeing, particularly educational films. Nothing can be so dull as a poorly produced movie. The new educational films, however, contain a running story to give interest to its factual presentation; and now that color is being added to many of the new films, teachers can hope for increased student interest.

Aside from movies, the interest factor lies to a large measure with the person presenting the aid. We know that, if some teachers were to read a script that accompanies a film strip, they would lose the message because of their poor elocution. A series of slides in color may be beautiful; but, if the explanation that accompanies them is uninterestingly presented, little education or retention will result.

10. An aid that is capable of individual, as well as class, use is generally worth more than a single-use aid.

More and more aids are being produced in units, each tied to the other. Many companies build a motion picture to give an overview of the topic and accompany it with a series of sound slide films to show the details. Such an aid is the series produced by Jam Handy on salesmanship, entitled "Selling America." The motion picture introduces the five main themes and shows their relationship. Each sound film strip takes them up in detail.

Seldom, if ever, would you want to assign a motion picture for further individual study; but film strips make excellent individual study aids. They are not easily damaged, and the average student can pick up the techniques of projection quickly. Damage done to machine or film will cost little for repair or replacement.

Pictures, objects, specimens, models, silent film strip, and other aids all benefit from personal manipulation by students. The addition of the sense of touch makes learning easier and more permanent. Since classroom time is



limited, many aids can be given as part of the next day's assignment and omitted from class presentation entirely.

In evening shorthand classes at Highlands we often gather in one class students having wide variance in their abilities. To reduce classroom disabilities to a minimum we have had "sound" shorthand tables built. The teacher can dictate to one ability group of students while another ability group takes dictation from the record played into their headphones at the sound shorthand table. When necessary, or when the student elects, the records can be used for individual drill outside the class period.

11. The school journey is an efficient teaching device and one of the least expensive, so long as it is confined to the immediate community.

Most communities have many institutions that the business class can visit. R. G. Walters suggests a trip to the post office, the filing department of a large company, the telephone and telegraph offices, department stores, credit agencies, and many other places.<sup>1</sup> These trips are inexpensive and not too difficult to make. The time involved is usually within the limits imposed by other classes. When limited to the local community, school journeys are one of the best and least expensive aids available. Longer journeys are generally not worth the time and money expended now that motion pictures are so prevalent.

12. Of the various projectors necessary to present audio-visual business aids, the opaque projector is probably the most economical and most usable.

The opaque projector with a lantern slide (3¼ inches by 4 inches) attachment provides

the widest possible coverage at the least expense. Magazines and other printed matter abound with useful illustrative material. By cutting out pictures and mounting them, the teacher can show them to the class either directly or by means of the opaque projector if too small for direct presentation.

13. The aid must be capable of presentation in one class period, with time left for discussion.

Recency, we know, is a vital factor in the retention of learning. An aid shown today and discussed tomorrow will not produce the learning results that one shown today and discussed today will, so it is vital that the aid take up only part of a class period, thus allowing time for pre- and/or postdiscussion. A film of one reel is about the right length. (A one-reel film will take about 11 minutes if sound or 14 minutes if silent.) A good rule to follow is not to use more than 15 minutes of a period in the presentation of an aid or aids. This practice will usually allow ample time for discussion.

It is regrettable that few audio-visual business aids meet all our criteria of practicality. A few business aids just now coming on the market appear to be better than most past business aid. New aids now in production will still further meet the criteria set up. But almost without exception these aids are in the secretarial or selling areas.

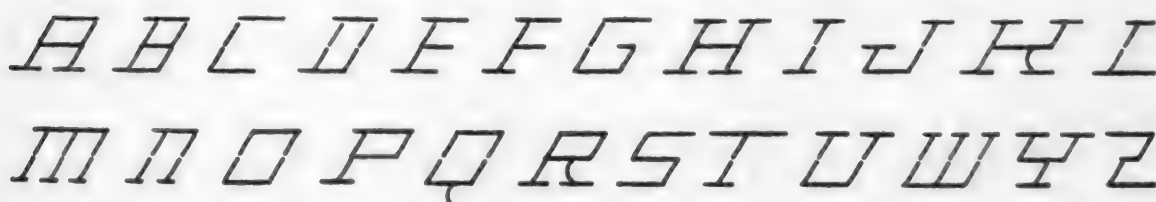
The demands of business teachers will limit or expand the number of quality of aids produced. If we are incapable of critical evaluation of what is produced today, nothing much better will be produced tomorrow. We must learn to use audio-visual aids correctly; for no matter how good an aid is, the educative results will be limited by the manner in which the aid is used.

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## Artistic Alphabet, No. 3

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JULIUS NELSON  
State Teachers College  
Paterson, New Jersey



# Transcription Tests for Your Students

■ A monthly service  
edited by  
CLAUDIA GARVEY

**A**PRIL showers can be storms! And, heading the list of storms in the transcription classroom, are the ones that revolve around the "mailable" or "usable" transcript.

"It is very easy to ask for mailable transcripts," one teacher wrote us, "but it is so difficult to be drastic about the matter that time and again I find myself accepting borderline transcripts that I feel I ought not to accept. That is one reason why I use your transcription awards service."

It is hard to reject the work of students when the work is *almost* acceptable. That is why more and more transcription teachers are sending transcripts to the B.E.W. Awards Department for evaluation and certification.

Certification—yes, there are flowers in April, too! It is just as important to reward students who *do* achieve mailable transcripts as it is to keep after the students who do *not* achieve them.

So it is that sending transcripts to the B.E.W.'s impartial Board of Judges serves both purposes: a good set of transcripts earns a student a striking, colorful certificate of efficiency; a poor set of transcripts earns a student a prompt criticism of his work.

## This Month's Two Sets of Test Takes

The B.E.W. has four transcription certificates: one for proofreading (based on student achievement on the "World's Worst Transcript"; these transcripts are published in September, October, February, and March) and three for achievement in transcription. The three transcription certificates are:

*Junior Certificate*, testifying to the student's ability to take dictation at 80 words a minute and to transcribe at least at 10 w.a.m.

*Senior Certificate*, testifying to his ability to take dictation at 100 and to transcribe at least at 15 words a minute.

*Superior Certificate*, testifying to ability to take dictation at 120 and to transcribe at 20 words a minute, or better.

This month we present two takes, the tests for the Junior and Senior Certificates. There is no dead line for sending in student transcripts; and you may, if you wish, use any of the other

special junior and senior test takes published previously this school year. Just be sure that the takes are new matter when the students are tested for certification.

## How to Use Our Awards Service

Write the names and addresses of the letters in the test on the blackboard. Dictate the test at the rate indicated—80 w.a.m. for the junior test, 100 w.a.m. for the senior test. Students begin transcription at once without preliminary reading of notes or other helps. Those pairs of transcripts that are transcribed mailably within the maximum time allowed—24 minutes for the junior test, 27 minutes for the senior test—are eligible for certification.

Have the students then type their names, the name of the school, the teacher's name, and the address of the school at the top of each page. Send the transcripts to the B.E.W. Awards Department, 270 Madison Avenue, New York 16, New York, by first-class mail or express (*not* by parcel post), along with 10 cents for each student's work, to cover the cost of printing, mailing, and judging; and a covering letter that summarizes the names of the participants, the certificate for which each student is applying, and each individual's speed of transcription.

Disqualifying errors, incidentally, include misspelling, untidy erasures, uncorrected typographical errors, serious deviation in wording, and poor placement.

## Some Pretest Teaching Aids

Before administering the test, you may care to review the following lesson aids.

### 1. Spelling Drill:

bal-ance	en-ve-lope	ex-cep-tion
sum-ma-ry	par-tial	trans-ac-tion
sub-stan-tial	re-quired	de-liv-ered
sur-prise	ver-i-fi-ca-tion	mi-nor

### 2. Grammatical Pitfalls:

An introductory clause requires a comma; *for example:*

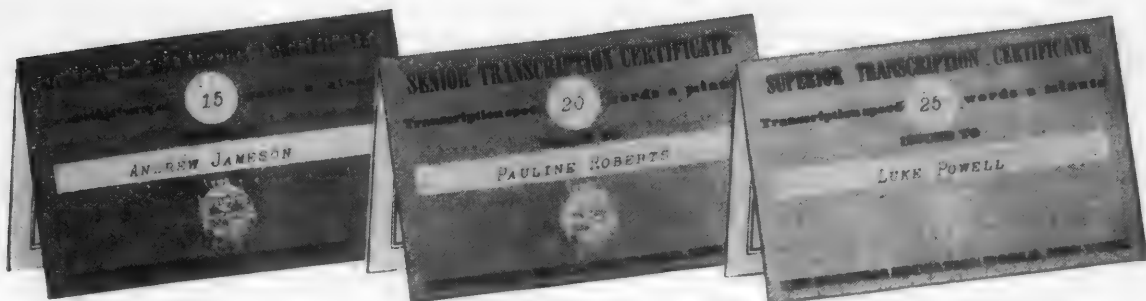
Because we have received no orders from you in recent months, we are closing your account.

Nonrestrictive clauses and phrases are set off by commas. If a clause or a phrase can be omitted without changing the meaning of the sentence, the clause or phrase is nonrestrictive and requires a comma at each end. *For example:*

The stamp on this envelope, as you will see, is from the National Parks series.

or

Your suggestion, without doubt, will meet with hearty approval.



**Possessives:** A noun or a pronoun preceding an ing-ending verb form used as a noun must be in the possessive case. (Teachers, please be sure to call this drill to your students' attention and give them additional practice before dictating the test. We find that many students use the nominative case, especially where *your* is dictated.) *For example:*

I do not object to your telling of the incident.  
Our coming to the party was unexpected.  
His having deserted us makes little difference.  
We appreciate your writing to them personally.  
We shall appreciate your being careful in your dealings with him.

Amounts of money, whether dollars or cents, should be written in figures except in legal matter where it is customary to spell numbers in full and then repeat them in figures enclosed in parentheses. Even amounts of money should not bear ciphers.

We will pay a \$10 bonus.  
A bond of five hundred dollars (\$500) will have to be posted.

**Dates:** Always use figures in dates. The endings *st*, *th*, *d*, should be used only when the day precedes the month. *For example:*

January 2, 1948; April 4; 6th of June

### The Junior Test, Dictate at 80, Transcribe at 10

ADDRESSES. *Letter No. 1:* Mr. John Drake, 16 Praline Drive, Macon 6, Georgia. *Letter No. 2:* Mrs. Tom Dix, 20 Peachtree Street, Macon 5, Georgia. (The two letters are counted in quarter-minute units of 20 standard words.)

**Letter No. 1.** Dear Mr. Drake: During the ten years that you have had an account with us, payments have kept pace with charges so that your account was always well in balance. A recent check of our records, however, shows that your account now has a rather high outstanding balance. We find that you have regularly charged purchases to your account during the past two months, but we do not find that we have received any payments in that same period.

Perhaps our (1) regular monthly statements did not come to your attention. A summary of the account is enclosed. We should appreciate a substantial check within the next few days so that we can continue to extend unlimited credit to you. Cordially yours,

**Letter No. 2.** Dear Mrs. Dix: We have just discovered that your charge account has been inactive for a rather long time. This comes as a great surprise to us, for we find that we did serve you over a period (2) of five years.

We wonder whether our services or our merchandise has been unsatisfactory. Please write us, using the reverse side of this letter, to tell us why you have not been using your account recently. We should appreciate your being very frank with us. A stamped and addressed envelope is enclosed. Cordially yours, (240 standard words, including addresses.)

### The Senior Test, Dictate at 100, Transcribe at 15

ADDRESSES. *Letter No. 1:* Mrs. David Abbott, 6 Beech Road, Macon 3, Georgia. *Letter No. 2:* Mrs. Jackson Hill, 2 Ashton Street, Macon 5, Georgia. *Letter No. 3:* Mrs. Cecil Carter,

■ Is it hard for you to demand "mailability" from your transcription students? Let the B.E.W.'s Board of Judges serve you as "devil's advocate." If you will send in your students' transcripts of this month's takes, the Board will award certificates of achievement for work well done but will reject—and explain why—work that would not be acceptable to employers.

9 Elm Street, Macon 4, Georgia. (The three letters are counted in quarter-minute units of 25 standard words.)

**Letter No. 1.** Dear Mrs. Abbott: Thank you for your check in partial payment of your account.

In checking our records we find that the payment covers outstanding/items with the exception of our bill of February 14. As your check covers merchandise billed at later dates, we are wondering/whether this item was overlooked. A duplicate copy of the invoice is enclosed for your convenience in comparing our records/with yours. Cordially yours,

**Letter No. 2.** Dear Mrs. Hill: We very much appreciate your letter of April 2 inquiring about your account with (1) us.

A duplicate copy of our sales slip dated March 23 is enclosed. It indicates that the dress purchased on that date was taken/by you. The suit, however, required minor alterations and was not delivered to you until March 29.

The March 26/charge covered a telephone order for a towel set to be delivered to Miss Mary Parker, of 6 Plum Road, Macon, and

charged to your/account. A duplicate copy of the bill is enclosed.

We are certain you will find our records are in order, and we shall appreciate (2) your verification of them.

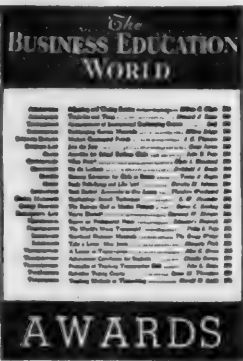
Thank you for your check for \$100 to be applied on account. You now have a credit balance of/\$24.95. Cordially yours,

**Letter No. 3.** Dear Mrs. Carter: Thank you for the \$50 check to be applied on your account./

We are glad to give you a detailed summary of the charges and are enclosing duplicate copies of all sales slips covering/ purchases listed on our April 1 statement of your account.

You will note that the sales slip dated March 25 covered three dresses, one of (3) which was later returned. A credit of \$24 was entered on March 30, the date on which the dress was returned.

With the/information given here and in the summary, we feel certain you will be able to bring your records into agreement with ours. If you/need additional information, please write me so that I can make further investigation. Cordially yours, (400 standard words.)



Here is the eighth challenging contest in the B.E.W.'s current series of "Aids for the Bookkeeping Teacher" projects. Exciting, practical, motivating — this project will bring pep into your bookkeeping class, whether first or second year. For added recognition, you can obtain certificates for those students who earn them, win laurels for self and for school.

# Keeping Books for Nancy Lou

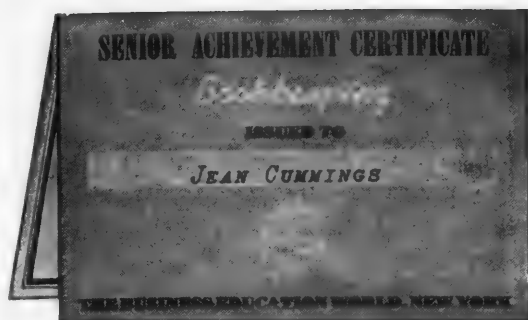
■ A Contest Edited by MILTON BRIGGS

**N**ANCY Lou Nowell is the owner of the Nancy Lou Dress Shop, a prospering little store in—say—your near-by business community. She keeps her books meticulously; but when the spring rush for new frocks is in full tilt, she turns to—say—you for assistance. Your job is to select from your bookkeeping students those who would be capable of preparing the papers that she needs—a work sheet in ten columns, a monthly statement of profit and loss, a balance sheet.

Miss Nowell's problem is a real one, a genuinely business one. To do her job is a challenge to your students. Accordingly, her problem is the basis of this month's bookkeeping contest.

Each month your BUSINESS EDUCATION WORLD brings you one of these straight-from-business problems for you to use in your bookkeeping classes. The project may be used as instructional matter, as a special activity in class, as a game for a Bookkeeping Club meeting, or as extra-credit work for students. If you wish, however, to make fullest use of the strong motivation inherent in the problem when used as a contest, you will want to stimulate your students to do their solutions so well, so neatly, so accurately, and so professionally that their work is worth submitting to an impartial board of judges for evaluation and recognition. For work that meets high business standards, your pupils can earn three certificates of efficiency;





for work that is outstandingly well done, your pupils can earn cash prizes and international recognition—for themselves, their teacher, and their school.

### Rules for the Contest

Before beginning the contest in their classes, teachers should read the following rules carefully:

1. **AWARDS.** First prize in each division, \$3; second prize, \$2. Honorable Mention, a Scholastic Achievement Certificate suitable for framing. Every satisfactory solution, a two-color Certificate of Achievement (pocket size).

2. **CLOSING DATE.** May 11, 1948. Send solutions (not less than 5) to the B.E.W. Department of Awards, 270 Madison Avenue, New York 16, New York, postmarked on or before May 11.

3. **IDENTIFICATION.** Send a typed list in duplicate of the names of students whose papers are submitted. Place "A" after each name to be awarded a Junior Certificate of Achievement, "B" for a Senior Certificate, and "C" for a Superior Certificate. (Certificates must be earned in order.) Have student's name, name of school, address of school, and teacher's name in full in the upper right-hand corner of each paper submitted.

4. **FEE.** Remit 10 cents for each paper, to cover in part the costs of examination, printing, and mailing.

5. **JUDGES.** Milton Briggs, Mrs. Claudia Garvey, Alan Lloyd.

### The Problem for This Month

Give your students (that is, write on the blackboard, dictate, or duplicate) the Trial Balance shown on this page. Explain to them that they can earn a junior, a senior, or a superior Certificate of Bookkeeping Achievement, depending on which of the three assignments they undertake. They are to assume that they are employed by Miss Nowell as part-time book-

keepers. Tell them, too, that work that is well and accurately done will be entered in the B.E.W.'s contest—that will awaken their interest!

### THE NANCY LOU DRESS SHOP

NANCY L. NOWELL, PROPRIETOR

Trial Balance

March 31, 1948

Cash	1,999.41	.....
Petty Cash	100.00	.....
Accounts Receivable	776.36	.....
Merchandise Inventory	20,004.41	.....
Prepaid Insurance	880.00	.....
Store Supplies		.....
(an asset)	264.29	.....
Store Furniture and Fixtures	12,126.00	.....
Reserve for Depreciation of Store Furniture and Fixtures		1,212.60
Notes Payable		4,550.00
Accounts Payable		5,179.78
Taxes Payable		1,317.63
Nancy Lou Nowell, Capital		15,000.00
Nancy Lou Nowell, Drawing	1,000.00	.....
Sales		21,062.04
Returned Sales and Allowances	328.91	.....
Purchases	8,339.21	.....
Returned Purchases and Allowances		78.92
Freight and Express on Purchases	100.08	.....
Advertising Expense	104.49	.....
Fuel Expense	199.73	.....
Lighting Expense	231.04	.....
Miscellaneous Selling Expense	102.13	.....
Pay Roll	881.50	.....
Rent Expense	575.00	.....
Taxes	398.47	.....
Travel Expense	58.23	.....
Discount on Purchases		117.26
Interest Expense	48.97	.....
	48,518.23	48,518.23

### Assignment A, for a Junior Certificate

Prepare a ten-column work sheet. Use either ink or pencil. Other information to be considered, in addition to the trial-balance figures: Merchandise inventory at the end of the month, \$12,149.34; store supplies used, \$123.40; insurance expired, \$80; taxes accrued, \$99.92; interest accrued on notes payable, \$31.41.

For the information of teachers only, here (in simple journal form) are the adjusting-entry figures to be recorded in columns 3 and 4 of the work sheet:

Purchases	\$20,004.41	
Merchandise Inventory		\$20,004.41
Merchandise Inventory	\$12,149.34	
Purchases		\$12,149.34
Store Supplies Used	\$123.40	
Store Supplies		\$123.40
Expired Insurance	\$80.00	
Prepaid Insurance		\$80.00
Taxes	\$99.92	
Taxes Payable		\$99.92
Interest Expense	\$31.41	
Interest Payable		\$31.41

No other adjustments are to be made at this time.

### Assignment B, for a Senior Certificate

Do Assignment A. Then prepare a profit and loss statement covering the monthly fiscal period. Use pen and ink. Send *only your statement* for a Senior Certificate, not your work sheet.

### Assignment C, for a Superior Certificate

Do Assignment A. Then prepare a balance sheet in report form as of March 31, 1948. Use pen and ink. Send *only your balance sheet* for a Superior Certificate, not your work sheet.

### Tips for Teachers

The correct net profit for this problem is \$1,700.66. The following arrangement is suggested for the proprietorship section of the balance sheet:

Nancy Lou Nowell,		
Capital, March		
1, 1948		\$15,000.00
Net Profit	\$1,700.66	
Less With-		
drawals	1,000.00	
Net Increase		
in Capital		700.66
Nancy Lou Nowell,		
Present Capital		\$15,700.66

■ *When students are presented with crystal-clear illustrations of the accounting cycle, teaching is easier and learning is more thorough. This month the B.E.W. brings you two charts—the twentieth in Mr. Zacur's series and a contribution by Mr. Harrison, of Wilberforce, Ohio.*

## Recording Sale of Bonds at a Discount

HOWARD A. ZACUR  
Miami University  
Coral Gables, Florida

**L**AST month, in discussing Accounting Cycle Chart 19, we reviewed the recording of entries involved in the issuance and sale of bonds *at a premium*. This month, let us give attention to bonds issued and sold *at a discount*.

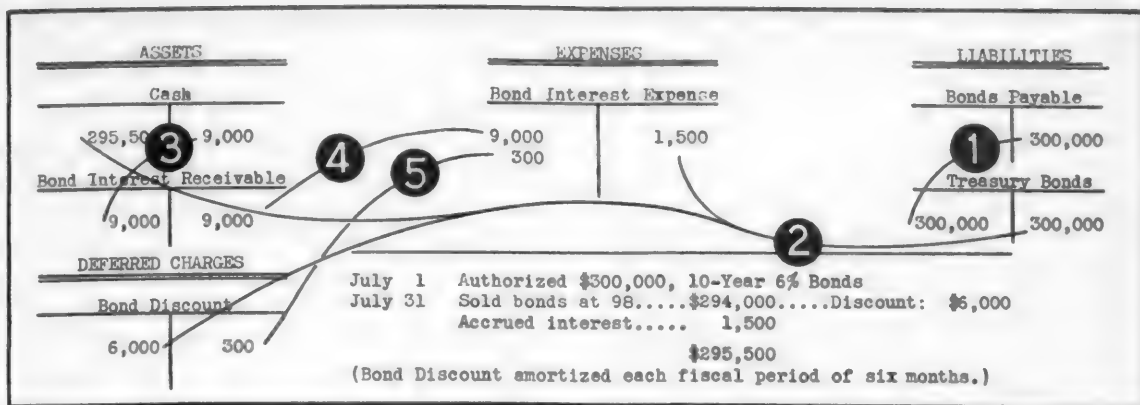
As in the case of bonds issued and sold at a premium, the first entry recorded is the authorization entry, (1) a debit to Treasury Bonds and a credit to Bonds Payable. When the bonds are issued and sold between interest dates and (as in this case) at a discount, (2) the Cash account is debited for the amount received and the Bond Discount account is debited for the amount lower than par.

Credits are recorded in the Treasury Bonds account and in the Bond Interest Expense ac-

count. We are now ready to follow the same procedure we followed for the bonds issued and sold at a premium.

Cash is transferred to the Bond Interest Receivable account by (3) a debit to Bond Interest Receivable and a credit to Cash. Separate checks may then be drawn on the Bond Interest Receivable account by (4) a debit to the Bond Interest Expense account and a credit to the Bond Interest Receivable account.

The bond discount may be amortized, or written off, over the bond issue period by (5) debiting the Bond Interest Expense account and crediting the Bond Discount account. This increases the amount of expense in interest payments over the life span of the bond issue.



Accounting Cycle Chart No. 20

The problem in the chart shows the total bond discount of \$6,000 to be amortized over a ten-year period. The bond discount of \$6,000 divided by the life span of the bond issue, or ten years, equals \$600—the amount

to be written off annually—or \$300 semi-annually.

Next month: Charting Sinking Fund Accounts.

## Merchandise Inventory Adjustments

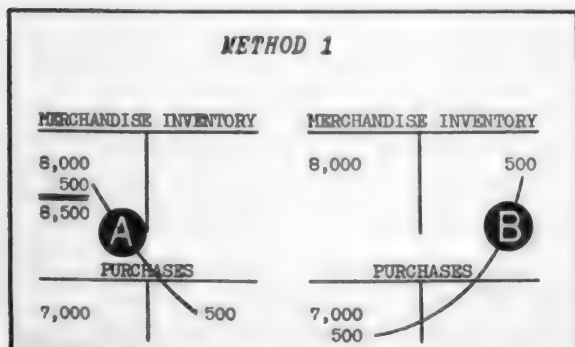
LINCOLN J. HARRISON  
College of Education  
and Industrial Arts  
Wilberforce, Ohio

**W**RITERS of elementary accounting textbooks usually present either of two methods for making adjustments at the end of a fiscal period to show the change in the merchandise inventory. I have noticed, however, that students have difficulty with this troublesome accounting problem, especially when introduced to just one method. I believe it is a sound idea to present both methods to students and to acquaint them with alternate procedures for use.

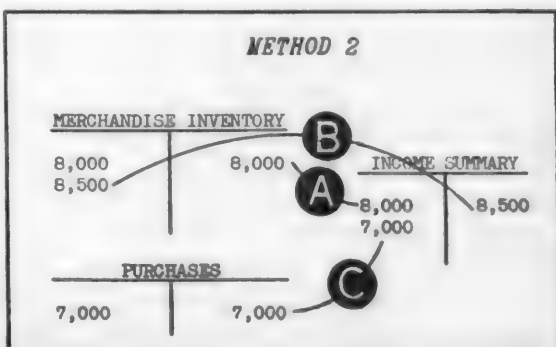
### Method I

In the first method the adjustment is made through the Purchases account. The Merchandise Inventory account shows the inventory of merchandise on hand at the beginning of the fiscal period. If the amount of the inventory at the end of the period is larger than the amount at the beginning of the period, the difference between the beginning inventory and the ending inventory is debited to Merchandise Inventory, the corresponding credit being to Purchases (A). The balance of the Merchandise Inventory is now the ending inventory amount, and the balance of the Purchases account is the cost of goods sold. If the merchandise on hand at the end

#### METHOD 1



#### METHOD 2



of the period is smaller than at the beginning, Merchandise Inventory is credited for the difference and Purchases debited (B).

## Method II

In the second method the adjustment is made through the Income Summary or Profit and Loss account. An entry is made debiting Income Summary for the amount of the beginning inventory and crediting Merchandise Inventory (A). A second entry follows in which the ending inventory is recorded by a debit to Merchandise Inventory and credit to Income Summary (B). The balance in Merchandise Inventory now shows the amount on hand at the end of the period. When Purchases is closed to Income Summary (C) by debiting Income Summary and crediting Purchases, the balance in the In-

come Summary account shows the cost of goods sold.

## Evaluation

The second method seems to be better for teaching beginning students to adjust and close the books at the end of the fiscal period. In the first method, the character of the Purchases account is changed to show the cost of goods sold. When the profit and loss statement is prepared, however, the original purchases figure must be used in the Cost of Goods Sold section.

On the other hand, by making the adjustment through the Income Summary account, the amounts that appear in the Profit and Loss columns of the work sheet appear also on the statement. This is convenient for checking and locating errors of omission.

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■ *Charity begins at home; school public relations begin in the classroom. It is a sales situation. The customers are one's students—noisy, talkative, gossipy customers who control the community's attitude toward the schools. You should meet—*

# Teacher, the Classroom Salesman

ALBERT R. BRINKMAN  
East Orange High School  
East Orange, New Jersey

WE CAN talk about the importance of good newspaper publicity for our schools. We can discuss parent and teacher intervisitation and point out the need for solid community understanding. We can advertise the wares and the fruits of education by displays and contests and demonstrations and charts. We can revise our report cards and send to homes a variety of pamphlets and newsletters and bulletins.

But, when we get down to the crux of the matter of good public relations, we find ourselves standing in a classroom and looking into the eyes of thirty children.

If we can gain the confidence of those students in our classes, if we can gain their respect for our course and our school, we shall have built a better foundation for public relations of the best kind than we could achieve

through hundreds of addresses before the Rotary Club, through hundreds of inches of newspaper publicity, or through hundreds of parent-teacher conferences.

Children talk. They gossip about their teachers, about their studies, about their discussions, about their successes and failures. Parents hear them, listen to them. "My Roger says that Miss Smith is the finest teacher he has ever had" will do more for raising teacher salaries or getting approval for a new bond issue than will headlines in the local town paper. On the other hand, "Miss Smith insulted my Roger" will do more harm than newspaper headlines can undo. Children do talk, and parents do listen. The learners in our classroom, accordingly, are sensitive little critics on whose judgment the success or failure of a school's public-relations program may depend.

And, because they are sensitive, they are self-centered. They applaud their own growth—they love the teacher who shows them how



to raise their typing speed ten words a minute, and they deprecate the teacher who teaches nothing.

The numerous roles of the classroom teacher have often been described—he is father, counselor, instructor, friend, authority, font of wisdom, voice of experience, leader, enthusiast. To this list, let us add another role: he is salesman.

He is a salesman of himself and of his school. His success may well determine the success of his school's public-relations program. As a salesman he is a psychologist, too; and in his selling he constantly measures the problems—the sensitivities—of his young customers, his special clientele, his students.

It is in measuring the individual problems of the students that the successful teacher excels. Solving those problems is his paid-for duty, his professional chore. Selling those solutions is his contribution to the school's public-relations program.

Every child is an individual customer. Let's look in on some typical teacher experiences with sales resistance to see how the customers' negative reactions can be turned into positive buyer satisfaction.

### **Roger Is Inattentive**

Roger is typical of many boys in our business classes: he is inattentive. The assignments he submits in, say, our commercial geography class, are usually incomplete or altogether wrong. What shall we do with Roger? Shall we blurt out, "Roger, this is wrong again! Can't you ever do anything properly?" Shall we use sarcasm on him?

Indeed not: We shall investigate a bit to see why Roger is usually wrong—perhaps the trouble lies in his hearing or his sight (inaccuracy in handling assignments is often a clue to such a handicap), or perhaps the trouble lies in our inadequate explanation of what he is to do. This much is certain: the graver the child's problem, the more respect we gain in solving it. If we can't gear Roger to commercial geography, then we must gear commercial geography to Roger.

### **Doris Is Handicapped**

Do you have any Dorises in your class—quiet, reliable, alert, but handicapped because



"Boy, can he 'sell himself!'"

her family has decided prejudices, such as opposition to the use of cosmetics or fad fashions so popular among her classmates?

What do you do with your Doris? Are you even aware that her out-of-stepness is due to family attitudes? We need only make a public condemnation of either Doris or her family to develop a pocket of community resistance that will permanently scar Doris—and ourselves. So, we make no public condemnation; instead, we use the situation to develop among all our students a respect for divergent cultural opinions, and we help Doris to take pride in herself. At the same time we help Doris to adjust as far as she can without exceeding her parent's demands.

Doris can become the spotlight for wholesome social guidance.

### **Herbert Is a Jokester**

Herbert is in every classroom: his accomplishments are better-than-average, but he seeks every opportunity to get the spotlight. What a jokester he is! We'd like to step on him, squelch him permanently. He is the one who brays at a classroom incident, contradicts the teacher.

But should we step on him, squelch him? No; rather, we must resist baiting him, must turn his wisecracks into positive contributions so that his unsolicited comments lose their exhibitionist quality by becoming an orthodox

part of classwork. Certainly no one profits, either ourselves or Herbert, by waging war. But we both profit if we can make Herbert hunger for approval on the basis of his solicited, rather than unsolicited contributions.

### **Norma Is So Slow!**

Norma, a ninth-grade girl in our junior business class, is doubtless retarded mentally. In another day and age she would probably not have reached high school; but in this day and age she does reach our classes and finds her high school experience one of mounting maladjustment. She profits less and less, for her retardation places her farther and farther behind her classmates.

So, do we focus class derision on Norma by asking her difficult thought-questions? Do we exclaim, "My goodness, Norma, don't you know even *that*?" If we do, we are being as poor as teachers as we are as salesmen. Norma has a tongue that wags, too, we must remember! Norma has sensitivities as keen as those of her more fortunate classmates.

Instead, we make certain that, when the spotlight of class attention is focused on Norma, it is in a situation where Norma can act and can act as well as her fellow students.

### **Paul Could Do Better**

Do you have superior students, who like Paul, turn in messy work despite their ability? What do you do with them? Drop their work in the wastebasket with the comment, "You didn't really think I'd accept *that*, did you?" Hand the work back to them with the statement, "I can't give credit for work like this?" Such practices do not lead to improvement; rather they merely make the "Pauls" grit their teeth, develop more sales resistance, loathe their bookkeeping more than ever.

What alternatives are there? For one thing, every time we write on the blackboard, we should stop our own saying, "I hope you can read my writing, class" as a weak joke to mantle our own poor penmanship. We should set examples of the quality we expect from our students—that's the starting point. Then we should set the stage for students to *care* about their own work. Sending Paul to see the work (the penmanship, for example) of a good local accountant will do more for

improving his bookkeeping papers than will any amount of scorn or reprimanding.

### **Eve Is Too Sarcastic**

I always have an Eve in my classes—an attractive girl, who makes unpleasant, sarcastic comments about her classmates. I'm always tempted to exclaim, "What a thing to say!" or "That's just about the kind of an uncalled-for remark that we expect from you" just to make her writhe the way she makes others writhe. Too often I try to pretend I didn't hear the comment, hoping that I can avoid increasing tension.

But there is no doubt that approaching Eve directly and privately rather than ridiculing her in class will do more good.

THE NUMBER of individual customers that the selling teacher must deal with equals the number of students he has. Every student is individual, must be sold individually. The six students named here are customers familiar to every teacher. They are customers who tempt us to say, "Sorry, the goods you want are out of stock"; but they are customers who will echo their disappointment and disapproval far and wide. Moreover, they are customers whom we are paid to serve.

In discussing these six, we've analyzed them from the public-relations angle rather than the pedagogic one, because our concern at the moment is in the public-relations aspects of classroom management.

But it is obvious that the best classroom management for good public relations is also the best classroom management for learning. Learning that is adjusted to the individual is salesmanship to the individual. Learning that is profitable is like goods that are highly satisfactory; they both please the customers and build the reputation of the institution that provides them.

The teacher is the focal interpretative agent of the school. His vigilance for good classroom management, even were it developed solely because of his interest in assisting the school's public-relations program, will go far to improve his teaching as well.

When we get down to the crux of good public relations, we find ourselves standing in a classroom—looking wisely into the eyes of thirty sensitive and talkative children.

# Skit of the Month— The Life of Riley

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## The BUSINESS EDUCATION WORLD

Accounting	Accounting and Other Books	Alfred D. Shaw	203
Business	Business and Other Books	Alfred D. Shaw	203
Education	Education and Other Books	Alfred D. Shaw	203
Finance	Finance and Other Books	Alfred D. Shaw	203
History	History and Other Books	Alfred D. Shaw	203
Law	Law and Other Books	Alfred D. Shaw	203
Mathematics	Mathematics and Other Books	Alfred D. Shaw	203
Science	Science and Other Books	Alfred D. Shaw	203
Social Studies	Social Studies and Other Books	Alfred D. Shaw	203
Writing	Writing and Other Books	Alfred D. Shaw	203

## FEATURES

# My Teachers— At Conventions

by a High School  
Supervisor

It is easy to "lead the life of Riley" when we are happy and successful in our work. But lack of definite knowledge regarding careers causes vocational misfits and results in numerous failures and much unhappiness. Business has more than its share of disappointed workers; so a program built around the guidance-in-business theme can contribute richly to pupils' understanding and future careers.

This program will require the co-operation of the school librarian, half a dozen students, and some graduates of the school who are now successful business workers.

Seat the students in one group, with the graduates and the school counselor and librarian in another. The counselor or one of the students may act as discussion leader. The leader calls on one of the students to identify the career he has selected and then directs the conversation by questions, so that the graduates on the stage tell whether or not the selected career is likely to lead the student to the "life of Riley."

Assuming that a student selects accounting for his career, for example, the leader asks such questions as: "How much do you think an accountant earns in a year?" When the student gives his response, the leader turns to the accountant among the graduates to ask, "Is that correct?" Other questions will concern personal attributes, education, study skills, cost of training, opportunity for employment, beginners' salaries, and so on, for each career nominated.

Hearing the authenticating comments of the guests, members of the audience will be stimulated to ask questions and to make additional comments, so that the impact of the program goes far.

The stage should feature displays of vocational material available in the school library and the librarian should be asked to summarize these.

To give added interest to the program, the audience may be asked to show hands at the beginning of the program indicating whether they have made career selections. At the end of the program, asking how many have changed and how many find their selection reaffirmed will dispatch the students back to their report rooms anxious to continue the guidance discussion.

A CONVENTION or conference might be defined as a serious excuse for getting away a few days and for having some "relaxation."

My teachers pack a lot of baggage when they go to meetings: the right frocks, the right afternoon dress, and probably one evening outfit in which they wouldn't dare be seen in their home town. They are a little sloppy in packing their minds, however. True, they pack a lot of excitement and anticipation into their thoughts—and that is good, except that the ones who really need perking up stay at home.

But the school district that sends its supervisors and teachers to our business-education conferences has a right to expect that they will return with something more than exciting gossip and three days' added maturity. Too often the school district gets nothing more than that, because teachers do not pack a mental readiness.

What we must do, I tell my teachers (not with sufficient emphasis to date, however), is plan in advance what we want to learn at the convention. We must know what our problems are, what some of the wrong answers are, and who on the program may know the right answers; and we must schedule our attendance for meetings where our problems are going to be reshaped.

Conference speakers are likely to be eloquent—in which case they have the same effect on the hearer's mind that a tennis ball has on the eyes of the tennis spectators we see in the newsreels. To avoid being swayed from side to side, the listener must bring an understanding of the issue with him. That's part of the mental baggage he must pack.

Conference menus are varied, too. One must watch out for mental indigestion that comes from slipping from meeting to meeting, tasting for a moment without sitting in one meeting long enough for a full meal. Part of the medical kit every conventioner should pack includes a bicarbonate of note cards and pencils.

If one can't go to a convention with an inquiring and interested mind, it is better to refrain from cluttering up the hotels, railroad facilities, refreshment centers, and school-board budgets!

# Matching-Test Questions in Business-Law Tests



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**T**ESTING in business law serves so many purposes of instruction that teachers of this subject probably make more frequent use of timesaving testing procedures and forms than do teachers of other courses.

Business law is an *intricate* subject; so tests are used as study guides to focus learner attention on essential elements. Business law is a *vocabulary-weighted* course; so tests are used to apply pressure to student effort to recognize and to master the terminology of the subject. Business law is a *decision-skill* course; so tests are used to develop the soundness and speed with which students can recognize and evaluate the fulcrums of legal relations. Business law is a *test* course, too, for the inherent nature of business law is one of constant evaluation of facts and their import; so tests are used to develop the inclination of students to become skilled in sorting facts.

It is small wonder, then, that the business-law teacher makes frequent use of test forms that can be quickly prepared, easily scored, and objectively answered—in other words, *objective* tests. It is small wonder, also, in view of the special and diverse reasons for giving tests, that the business-law teacher uses such a wide variety of testing forms. In preceding contributions on the subject of test-question forms, we have discussed the multiple-choice question [in the September B.E.W.], so excellent for study guides in finding fundamentals; the single-answer question [in the November B.E.W.], so useful in emphasizing vocabulary; and the alternate-answer question [January B.E.W.], so fruitful for building skill in making decisions. Let us turn now to the matching type of question, which not only shares the values of the foregoing but has its own merits as well.

## Description

A matching test is composed of two lists of items, one list containing questions and one list containing all the potential answers.

The student reads the question, sorts the answers, selects one for his response to the question at hand, and indicates his choice by writing on the test form the indicative key letter or number for his selected answer.

## Merits

By providing an exclusive list of unequivocal answers, the teacher can guarantee the objectivity of the test. By arranging the test form so that all answers fall at one side of the paper, the teacher can assure himself of ease of scoring papers. With a little practice, the teacher can become so adept at preparing matching-question tests that he can prepare a master or stencil for duplication while he composes the test itself.

Indeed, of all the objective-type questions, the matching test is probably the easiest to produce. The teacher need only compose his questions (which may be phrased with equal facility as queries or as definitions) and make a rearranged list of answers—on the same page!

## Cautions

The teacher must, of course, guard against providing a list of questions that can be canceled off against the answers. But this safeguard is easily erected: the teacher expands his answer list to include a few impossible responses or uses several questions that have the same answer, so that the number of questions and the number of possible answers are unequal.

It is important to realize, however, that a long list of answers, each of which must be weighed by the student against each question, slows down the administration of the test.

A quick test, accordingly, might well have 20 or 25 questions with, say, 5 possible an-



### A MATCHING TEST ON THE ESSENTIALS OF NEGOTIABLE PAPERS

**Instructions:** For each expression in Column 1, write in the answer column the number of the most appropriate word or phrase in Column 2.

<i>Answers</i>	<i>Column 1</i>	<i>Column 2</i>
.... (12) ....	1. Bank checks; promissory notes; drafts, or bills of exchange; bonds.	( 1) Assignability
... (11) ....	2. An element that is part of every negotiable contract.	( 2) Consideration
... ( 9) ....	3. Statement of consideration.	( 3) Days of Grace
... ( 7) ....	4. The person who is expected to pay a bill of exchange.	( 4) Debtor
... (14) ....	5. The words that indicate the negotiability of a business paper.	( 5) Delivery
.... ( 6) ....	6. A negotiable instrument that does not express the time of payment.	( 6) Demand note
.... ( 5) ....	7. The manner in which title to a negotiable instrument may be transferred.	( 7) Drawee
... (4 or 7) ...	8. The person who must prove lack of consideration in a suit on a negotiable instrument.	( 8) Drawer
.... (12) ....	9. Instruments of credit.	( 9) For value received
.... (13) ....	10. Negotiable paper payable at a fixed or a determinable future time.	(10) Indorsement
		(11) Negotiability
		(12) Negotiable paper
		(13) Time note
		(14) To bearer
		(15) U. N. I. L.

### A MATCHING TEST ON REAL PROPERTY

<i>Answers</i>	<i>Column 1</i>	<i>Column 2</i>
.... ( 5) ....	1. The written instrument by which title to real property is transferred.	( 1) Adverse possession
.. (18 or 21) ..	2. A person who leases his house to another.	( 2) Bequest
.... ( 7) ....	3. A right of way over land belonging to another.	( 3) Covenants
.. (28 or 20) ..	4. One who has possession and control of the land of another.	( 4) Curtesy
.... ( 3) ....	5. Agreements fixing the rights and liabilities of the parties to a lease.	( 5) Deed
.... (22) ....	6. The conveyance of property as security for a debt.	( 6) Dower
.... (19) ....	7. A contract by which a landlord-tenant relationship is created.	( 7) Easement
.... (16) ....	8. One who dies without leaving a will.	( 8) Emblements
.... (26) ....	9. Coal in the mine.	( 9) Eminent Domain
.... (13) ....	10. The term applied to personal property that is affixed to realty and that becomes a permanent part of it.	(10) Equity of Redemption
.... (25) ....	11. A deed conveying the seller's interest in real estate.	(11) Estate for years
.... (23) ....	12. Trees that have been cut down.	(12) Fee simple
.... ( 4) ....	13. The interest of the husband in the realty of his wife on her death.	(13) Fixture
.... (12) ....	14. Absolute ownership of land.	(14) Foreclosure
.... (24) ....	15. The right of ownership that a person has in a thing.	(15) Freehold estate
.... (15) ....	16. An estate in which the holder owns the land for life.	(16) Intestate
.. (8 or 23) ..	17. Crops produced annually by labor and industry.	(17) Joint tenancy
.... (17) ....	18. An estate, held by two or more persons, in which the interest of a deceased holder passes to the survivors.	(18) Landlord
.... ( 9) ....	19. The right of the government to take private property for public use by paying a fair price for it.	(19) Lease
.... (10) ....	20. The right of the mortgagor to reclaim his property after the time of payment has expired.	(20) Lessee
		(21) Lessor
		(22) Mortgage
		(23) Personalty
		(24) Property
		(25) Quitclaim deed
		(26) Realty
		(27) Tenancy in common
		(28) Tenant
		(29) Warranty deed
		(30) Will

*Permission to duplicate for classroom use the sample tests shown here has been granted.*

swers—an expeditious expansion of the multiple-choice kind of question form. On the other hand, a deeply thought-provoking test such as should be used for a unit or grading-

period examination might have 3 or 4 blocks of questions (similar to the two blocks in the accompanying sample test), each of which has more answers than questions.

# A Q-SAGO Unit on "Selling"

■ M. HERBERT FREEMAN  
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*Seventh in a series for teachers of elementary  
business training*

**M**OST business educators agree that elementary business training is not vocational education but general education because, if properly taught, it contributes to the general objectives of secondary education. The selling unit should certainly be taught as general education for all secondary-school students rather than as vocational training for prospective salesmen.

From early childhood to the end of our life we are constantly selling something to someone. If we are not selling goods, we are selling services. If we are not engaged in selling either goods or services, we are always busy selling ourselves or our ideas to our friends, teachers, employers, relatives, and associates. When we are not selling, we are being sold. Since selling is such an important activity in this country, all high school students should be taught the fundamental principles of selling. Can you think of any elementary-business-training unit that can contribute more personal-use values than the unit on selling?

## How to Start This Unit

If the teacher is "sold" on the importance of this unit, it will be easy to sell the class. Start the sales ball rolling by writing on the blackboard a few challenging questions. *Have you every sold anything? Think carefully before you say "No." What would happen if all merchants and salesmen went on strike for several weeks and refused to sell any goods? Would you and your family be affected? How? You have been hired as a salesperson in your local store. How will you take care of your customers?*

You will have no difficulty in starting a lively discussion with these simple ice-

**Q**UESTIONS —  
whose answers  
lead students to  
grasp concepts

1. What is selling? *What is usually sold? Does selling have anything to do with buying? What selling have you seen?*

2. Are you a salesman? *Are all salesmen efficient? Does the businessman care about selling costs? Who pays them?*

3. What would happen if all merchants were to stop selling goods for a while? *Would you and your family be affected? Who benefits from efficient selling services? Who is affected by wasteful selling costs?*

4. How will a knowledge of selling help you in buying essentials? *What is high pressure salesmanship? What is sales resistance? Do you "buy" or are you "sold"?*

5. Is selling a good occupation? *What are some specialized selling jobs? How are salesmen paid for their services?*

6. Can you talk well? *How is your mental arithmetic? Is your penmanship good? Can you speak correct English? Is your vocabulary limited to one syllable words?*

7. Would you like to earn your living as a salesman? *What personal traits do you now have which would make you a good salesman? What traits would hinder you in a sales career?*

**S**UBJECT matter — reference  
for finding desired answers

*Our Business Life*  
pages 341-361.

*Fundamentals of Business Training*, pages 383-419.

*Preparing for Business*, pages 446-458.

*Elements of General Business*, pages 276-292.

*Everyday Problems in Our Business Life* (Workbook), page 1st.

*First Principles of Business*, pages 441-466.

*Introduction to Business*, pages 181-211.

*Consumer's Economic Life*, pages 41-92.

*Functions of Business*, pages 102-120.

*Salesmanship book*

Films: "Put Yourself in Your Customer's Shoes," Tolsons Inc., Meadville, Pennsylvania. "The Day of Reckoning," Montgomery Ward. "Modern Salesmanship," Dartnell Corp. "The Human Touch," local Coca-Cola Bottling Company.

(Note: Required background reading will be in whichever text is basic in the course.)

breakers! Every youngster in the class will have something to contribute to the verbal free-for-all. The discussion should point up the fact that selling is an important activity. The girl who persuaded her father to buy her a new coat was a good saleslady. The boy who induced his mother to let him go to the movies was a salesman. The student who obtained the leading part in the play made a

**A**CTIVITIES — through which students find, develop, practice, emphasize, etc., the answers. Each activity focuses attention on related goal

**G**OALS — basic concepts to be emphasized in every unit

**O**BJECTIVES — basic business concepts made permanent

1. *Poster. Ads of services or articles advertised for sale.*

*Report. Percentage of firms in our community engaged in selling and different sales methods.*

2. *Visit. Shop several stores to observe examples of selling.*

*Essay. Who pays selling costs?*

3. *Contest. Specific illustrations of how selling has improved our standard of living. Dramatization. What happened to my family when selling became illegal.*

*Forum. Consumers and selling costs.*

4. *Notebook. Select five articles purchased recently. Analyze the reason for the purchase of each item.*

*Exercise. Write a sales talk for the school paper.*

*Skit. How I fell for high pressure salesmanship.*

5. *Chart. Types of Selling Positions.*

*Poster. Number of Salesmen Employed in Different Sales Jobs in Our Community.*

*Panel. Successful selling has made America what it is today.*

*Report. Compensation for Selling.*

6. *Report. My Speech.*

*Notebook. My Penmanship.*

*Contest. Vocabulary Quiz. Spelling Bee. Oral Arithmetic.*

*Dramatization. Miss Careless Salesclerk and Miss Efficient Salesperson.*

*Report. Steps in making a sale.*

7. *Talk. Why I want or do not want to be a salesman.*

*Poster. Personal traits of a successful salesman.*

*Poster. Good Grooming.*

1. To be successful, any business must fulfill satisfactorily a needed service.

2. Our community is better for having the services of its firms.

3. We are all producers, distributors, and consumers.

4. To make wise and efficient use of business goods and services, we must be informed consumers.

5. A business worker must know where his job fits into the structure of business.

6. Personal skills (penmanship, arithmetic, spelling, vocabulary, English usages, business techniques, etc.) are essential in getting and advancing in a position and in effectively using the services of business.

7. Proper personal traits (manners, willingness to work, grooming, participation in group activity, etc.) are essential in getting and advancing in a position.

1. Understanding of the nature of business enterprise.

2. Understanding of the place of business in community life.

3. Understanding of the extent to which we are all dependent upon one another's services.

4. Understanding of the advantages and disadvantages of the consumer's position.

5. Comprehension of the enormous number of vocations in business, and knowledge of the principal duties and functions of the outstanding ones.

6. Improvement in the personal skills (tools) demanded of all business users and workers.

7. Development of the desirable attitudes and characteristics demanded of all business workers.

sale. After convincing your class that selling plays an important part in the world of today, you have motivated them to learn the principles of selling. The stage is set for Q-SAGO.

### The Outline for this Unit

The questions in the unit are designed to show the personal-use values of selling. They

proceed from the known to the unknown. The first answers come so readily that the student is encouraged to continue. He begins to see that there is a strong relationship between selling and buying. He learns that the consumer has a vital interest in selling costs. He realizes that the inefficient and dishonest salesman is a social liability.

The questions help to correct a popular

misconception, that salesmen are nuisances. The student discovers for himself what would happen to his family if selling services were discontinued. For the first time, perhaps, he learns to distinguish good and bad selling.

The selling unit can also contribute to the vocational guidance of some students. Studying the status of selling as an occupation should help to correct the chain-store sales-clerk notion that selling is a last-resort job.

Analyzing the personal skills and traits needed for success in selling may be the first experience for the student in self-analysis and study. It may lead, under competent teaching, to the development of desirable personality traits and characteristics.

It is obvious, therefore, that this unit contributes personal-use, consumer, social, guidance, and personality-development values to the student.

### **Pupil Activities**

At this stage of the series it is probably unnecessary to point out that learning by doing is basic to the Q-SAGO pattern. The selling activities are designed to be varied, self-teaching projects. The major emphasis is on personal relationships. The students are sent out into the community to interview businessmen, shop the stores, invite speakers. Within the class they are drawn into close contacts with other students, through contests, forums and panel discussions, dramatizations and skits, debates, reports, and sales talks. Students learn how to work with people.

To get along well with other people, the student must learn to analyze himself. *The most important activities in this unit are the ones that deal with personality traits and characteristics.* Many students of business training age are careless of their personal appearance. Here is the opportunity to get in some advice. *Is hair properly combed? Does it look neat? Is the coiffure appropriate? How about fingernails?* Aren't you anxious to say something about those long nails that resemble claws? Can you resist the urge to comment on bright-red nail polish? Do your students need some guidance on make-up? Here is the chance. You may help to straighten out some otherwise fine youngster with ruby red lips who is merely aping an older sister or neighbor.

After you have had your say about personal

appearance, be sure to analyze clothes. Give the class some tips on what to wear and how to wear it. If you make full use of your opportunity, very few of your girls will come to school dressed in slacks or jeans. When students turn in their analysis reports, don't grade and file them. Use them as the basis for class discussion. Dramatize the facts. Drive home the importance of constant self-analysis and improvement.

Today your students are reporting on "My Speech." Ask them whether they speak clearly and enunciate carefully. Do they shout and scream or speak in a whisper? Do they use slang and colloquial expressions constantly? If you improve the speech of only one student, you will have earned your salary for the day.

The dramatizations can be very fascinating teaching vehicles if you plan them carefully. Select a play-writing committee. Ask a student with writing talent to be the chairman. Give the committee a detailed plot. Outline clearly the situations you want them to create. Then tell them to utilize their knowledge of radio and movies and let their imaginations run riot. Edit the tentative script to tone down the language. Rehearse the play with props. Then on with the show! Invite the head of your department and the principal to watch the Business Training Players present an all-star performance. The class will like the theatrical atmosphere, and you can put across almost anything when you have aroused the proper kind of interest and attention. Let them coax you into playing a minor role once in a while. It is a great morale builder when students can laugh at or applaud a teacher. Discipline problems will vanish into the wings.

In the play depicting the effects of outlawing sales you have an opportunity to dramatize the services rendered by selling organizations. Start your performance with a scene depicting a normal, well-to-do home. The table should be set with tempting foods. The room should look very comfortable. Next present a dismal scene of cold, hunger, and want. Do not hesitate to put it on thick. (Exaggeration is the only way to get some messages across.) In the closing scene let your story return to show what can be accomplished if intelligent consumers co-operate with honest and social-minded sellers. Ring down the curtain on a happy ending. The other dramatiza-



tions called for in this unit can be produced just as effectively. Try a dramatization once, and you will be a confirmed elementary-business-training producer ever after.

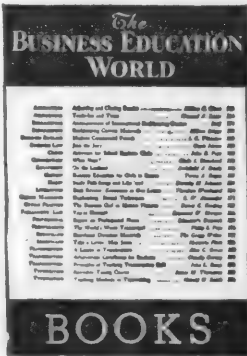
Outcomes to Anticipate

A conscientious teacher can achieve all the objectives anticipated for this unit without difficulty. If you approach this unit with the right attitude, you can have a very enjoyable time. Past experience indicates that elementary-business-training students always like the sales unit: They have no difficulty in seeing

the personal benefits they can derive from this topic. The material is realistic and practical. They can understand the terminology. They enjoy doing the projects. The exercise to prepare a sales talk for the school paper, concert, or senior play gives them prestige. The personality analysis provides a topic for table conversation at home. Participation in the dramatizations, forums, interviews, and contests creates a sense of belonging.

The selling unit in business training will not make salesmen of your students, but it will certainly contribute to their general education and growth.

■ If you are interested in someday teaching in a junior college or in "up-grading" and "down-grading" business subjects, or if you wish to understand the junior-college "movement," this book by Phebe Ward (co-ordinator for the Terminal Education Study) will be of great interest to you. It is a Harper & Brothers book, 1947, \$2.50, 282 pages; and it is packed with definitions and with case studies.



“Terminal Education in the Junior College”

■ Recommended by  
DR. ALBERT C. FRIES  
Northwestern University

TODAY considerable attention is focused on the educational needs of our youth and adults beyond the high school. Many predict that the present crowded enrollment in our colleges and universities is but the forerunner of a vastly increased, permanent demand for education beyond the secondary-school level.

For some time, too, the term “up-grading” has appeared in business education literature, especially in regard to problems inherent in vocational business training and its improvement. (Of course this appellation was upset during the war years—and it is still upset—since, in reality, down-grading has been the fact for the past few years.) This term emphasizes a basic principle on which there is universal agreement: that vocational training should be given at the time nearest to its actual use on the job.

It is significant to remind ourselves, however, that such long-time trends as the increasing complexity of business and the rising age of perma-

nent employment are fundamental social and economic factors affecting business employment. Both the demand for post-high-school education, and the up-grading of vocational training, therefore, are results and not causes.

*Terminal Education in the Junior College* is recommended by your reviewer because it will familiarize you with some of these trends, particularly as they affect business education on its various levels. Here is a book that makes you aware of the efforts of institutions on the junior-college level to meet the educational needs of youth and adults beyond the high school. From cover to cover you will note numerous implications for secondary-school as well as senior-college business education.

Result of a Five-Year Survey

Based on the findings of recent studies by nine junior colleges, this volume is the outcome of a five-year study conducted for the Commission on Terminal Education of the American Association of Junior Colleges.

While the book is based primarily on the reports of nine institutional studies and sum-

maries of workshops and conferences, it is not merely a series of reports. On the contrary, it is written to meet the popular demand of instructors, administrators, and others interested in the training of youth and adults in the community. Although specifically on the junior-college level, this report has been compiled as a comprehensive reference book to provide constructive guidance to every teacher and administrator concerned with terminal education.

The author has succeeded well in the difficult task of co-ordinating the several studies. It is a well-organized, comprehensive, graphically illustrated volume, packed with readable and concise information.

### Part One Deals with Philosophy

What is "terminal education"? You might assume that it is solely preparation for making a living, say, in business occupations. Such an assumption, however, does not underlie the thinking of the junior college leaders. Rather, it is a term that "symbolizes the efforts of our educational institutions to provide that type of educational program which includes *both* general education and occupational training and is designed to meet the needs of those students who complete their education soon after high school." This is the essence of the philosophy of this volume and is necessary to its understanding.

In Part I, the fundamental principles, practices, and problems of terminal education are discussed, based on the findings, conclusions, and recommended practices from the nine studies. The author is careful to caution the reader, however, to consider this volume as an over-all composite report. The illustrations and practices are cited without reference to the individual reports.

You will be interested in the discussion of such major forces as: changes in the school population, growth of technology and urbanization, and the American faith in education which "must be presented in relation to their effect on the philosophy of terminal education."

As a real challenge, this report puts the responsibility for terminal education on all junior colleges, public or private, and regardless of their organization. "Although the offerings in terminal curricula will differ somewhat with the occupation for which the training is given, the fundamental objectives will be the same; namely, *training for a job, for civic competence, and for personal adequacy.*" The book predicts that "the day may not be distant when the total efforts of the community, the state, and the nation will—through a system of encouragement and financial equalization—insure every

young man and young woman the right to prepare for occupational competency and personal adequacy in a junior college."

**Curricula.** The development of terminal curricula is thoroughly discussed in a chapter that suggests both the problems encountered and their solutions in these junior colleges. As you would expect, the curriculum must run the whole gamut of steps: investigation, organization, administration and supervision, evaluation, revision, and revival.

**Personnel Services.** An interesting chapter, which you will like, exhibits a keen awareness of the growing need for additional and varied personnel services for the terminal student. In fact, the author insists that this is a fundamental concept that must be accepted by every junior college. "The terminal student is not an inferior student who cannot do anything well. Usually, he is just better suited for and more interested in a semiprofession." It is made clear that personnel services and the curricula are so closely united that they cannot be completely severed. In the discussion, however, the point of view is that all aspects of the student's development which are not included in the instructional program are personnel services.

### Part Two Deals With Case Studies

To the business teacher or administrator faced with the problem of improving the terminal education of students on any level, Part II offers numerous suggestions. Each of the nine chapters in this section is based on a special study conducted by one of the co-operating institutions. Each includes an introductory description of the particular college, a digest of the study in which it participated, a suggested procedure, a list of the available forms, and a few selected references. The author gives specific practices and recommended procedures for developing terminal education programs. Clearly the aim of the co-ordinator of the report is to give only the essence of these studies, deleting unimportant details. The content of these chapters on procedure deal with: making surveys; utilizing community resources; organizing occupations curricula; planning co-operative work programs; developing diversified occupations programs; evaluating programs; guiding students; testing students' aptitudes; and providing placement, follow-up, and continuation training.

To those who wish to be better informed (and who does not?) about the growth and the development of the junior college (and incidentally its implications for other educational levels), we recommend *Terminal Education in the Junior College* for professional reading.

# "Problem" Dictation for Transcription

■ RUTH I. ANDERSON

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**I**N THE last few years, there has been a great deal of discussion about the need for advanced shorthand dictation material more closely allied to office practices than are the standard five-minute dictation takes used by the majority of shorthand teachers.

Teachers generally agree that there is definitely a place in the classroom for dictation that is not timed by a stop watch and that has poor sentence constructions to be revised by the student, dictation in which the dictator changes the wording of the sentences after they have been dictated, and letters in which insertions and omissions are the rule rather than the exception. Such dictation would require the student to use the occupational intelligence he supposedly has developed throughout the stenographic course.

While teachers agree that there is a need for such dictation, many of them still continue to use entirely dictation in which no problem situations occur. The fact that a student is able to take such dictation at 80 or 100 words a minute and transcribe with a high degree of accuracy does not, however, necessarily insure that the same student will be able to apply that skill in the practical office situation. Some high school stenographic graduates are completely at a loss when they are confronted with an employer who does not dictate paragraphs. Or they may be unable to write legible shorthand notes when the dictation is given in rapid spurts with occasional pauses. Still other students who have never been trained to analyze the dictation for errors in

grammar and sentence construction will transcribe their employers' dictation verbatim regardless of the final result. And I have even seen some students who, when given directions in the middle of a letter, such as "underscore that" or "put in quotes," type those directions as a part of the body of the letter rather than apply the directions to the transcribed material.

## When to Introduce Problem Dictation

Every teacher should plan to give a certain amount of untimed "problem" dictation that includes poor sentence construction, errors in grammar, omissions and insertions, and transcribing directions. This material, however, should not be introduced until the student has thoroughly mastered all the shorthand principles, is able to take dictation at the rate of at least 80 to 100 words a minute, and can produce a mailable transcript of such dictation. *Until the student has reached this level of shorthand and transcription skill, the introduction of further problems in the teaching situation will only result in wasted time and effort on the part of both the teacher and the student.* If a two-year course in shorthand and transcription is offered, then logically "problem" dictation reproducing the office situation should be introduced during the last semester.

At first as little as five minutes of such dictation may be given in the class period. Then, as the students become accustomed to this type of dictation, the amount of class time devoted to it may be increased gradually until a maximum of not more than 25 per cent of the class time is devoted to such work at the end of the semester. High schools offering a one-year course in stenography are necessarily limited in the amount of time that can be devoted to such dictation because most of

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■ *Whether you wish to jolt your students with a sample of business dictation as it really is, or whether you wish to embark on a full program of making dictation real in advanced shorthand, secretarial practice, or transcription classes, you and your students will enjoy using Doctor Anderson's "test" and program. Before publication, this test was tried out on advanced students at the City College of New York. After completing the transcription in 40 minutes, the students chorused, "Are we going to have more dictation like this—please!"*

the class time must be spent in the development of basic shorthand and transcription skill. However, if the students are using their shorthand for vocational purposes, they should be made at least aware of a few of the problems that will confront them in taking office dictation.

### **What Problems Should Be Introduced?**

Very little "problem" material is available. The office dictation situation can probably *be best reproduced through spontaneous dictation*. The teacher may jot down a few problem situations that he desires to include in the letters he will dictate; but, for best results, the letters should not be written in advance. The teacher may vary the vocabulary of such "unplanned" dictation by deciding, before he enters the classroom, what kind of letters he will dictate. In one period, for example, he may decide to dictate such routine letters as an order letter, an answer to an inquiry, or an acknowledgment letter. In another period he may dictate a letter of complaint and the resulting adjustment letter. Teachers who find it difficult to dictate without the letter before them may desire to select the problems from business-correspondence texts that give the basic information needed to write the letters.

### **How Can We Grade the Transcripts?**

Obviously, the grading of problem tests presents difficulties. The use of a key in which the proper corrections have been made will facilitate grading, but often there are problems that cannot be graded by a key but which will require the teacher to use his own judgment in determining whether the student's correction is acceptable or not. The insertion or omission of words, typing of postscripts, indication of carbon copies on letters, and typographical errors are types of problems that can be corrected by a key; but the paragraphing of the letter, composition of letters and telegrams, and the revision of sentences and paragraphs are problems in which the teacher must use his own judgment in determining the acceptability of the transcript.

The only acceptable standard of performance, granting that these problems of grading do exist, should be a mailable transcript that

includes the corrections of the dictator. In introducing such dictation in my own classes, I have always indicated any oversights in the student's transcripts during the first two weeks without recording any grades. Thereafter, a careful record is kept of the number of letters produced by each student which are mailable, mailable with corrections, and unmailable. The length of time required for each transcription is also recorded.

At the end of the semester the grading scale is based on the total number of letters that have been dictated, the number of mailable letters each student has transcribed, the number of letters mailable with corrections, and the number of unmailable letters. A separate grade is given for the transcription mailability rate, and the two scores averaged.

It has been my experience, however, that the students producing the greatest number of mailable transcripts almost invariably have the highest transcription rate. Teachers should remember that the transcription rate on these "problem" tests will be much lower than the transcription rate on the standard five-minute dictation takes.

### **For Example, Try This Test**

The following test indicates types of letters that the teacher may dictate without having the printed material before him. Analysis shows that the test includes the following problem situations: (1) omission of words and sentences; (2) insertions; (3) checking card files for names and addresses; (4) indication of carbon copies on letters; (5) typing of postscripts; (6) typing of an office memorandum; (7) composition of a letter; (8) composition of a telegram; (9) the use of one paragraph in more than one letter; (10) the preparation of same letter, with minor changes, for two persons; (11) the use of more than one title for the dictator; and (12) errors in grammar to be corrected.

This test is designed to measure the stenographic proficiency of students in taking office dictation and *should be given near the completion of the course*.

Tests such as this one might well be used to test the occupational proficiency of beginning workers and applicants for stenographic positions. Such tests would certainly more nearly measure the ability of the student to



perform the work on the job than does the standard dictation tests now generally used. It is not recommended that the use of 5-minute takes be discontinued, but rather that they be supplemented with dictation material similar to that in the following test.

The test contains 1,025 standard words of dictation. Dictating the entire test in  $8\frac{1}{2}$  minutes, the average dictation speed would be 120 words a minute; in  $10\frac{1}{2}$  minutes, 100 word a minute; and in  $12\frac{4}{5}$  minutes, 80 words a minute.

Duplicate or write on the blackboard the following information:

1. *Person and title for whom student is working:*

Donald L. Dickson, Personnel Manager  
Indiana Manufacturing Company  
429 East Rodgers Street  
Indianapolis 10, Indiana

2. *Names of department heads:*

Richard Brown, Sales Department  
David Lawrence, Purchasing Department  
Henry Clark, Production Department  
James McMasters, Credit Department  
Helen Hilton, Stenographic Department

3. *Card file for these names:*

William A. Stillman, 625 Jackson Boulevard,  
Cincinnati 6, Ohio  
John L. Harris, 4910 Madison Circle,  
Pittsburgh, Pennsylvania  
Antony J. Rosetti, 419 West Morris Street,  
Indianapolis 5, Indiana

### A Sample "Problem" Test

(This letter goes to) Miss Mary Jane Curtis, 4918 South Wingate Road, Kalamazoo 6, Michigan. Dear Miss Curtis: Your letter inquiring about the possibilities of stenographic employment in our company has been referred to me. (Paragraph.) While we do not have any vacancies at the present time (Omit that last.) It is always a pleasure to receive an application from an individual with such excellent training and experience as you have had. While we do not have any vacancies at the present time, there is a chance that one of our stenographers will be leaving us within a month or two. Therefore, I should very much like to interview you regarding this position if you are interested. You state in your letter that you are free Wednesday afternoons and could come in to see us any Wednesday afternoon. (Omit that last sentence.) You state in your letter that an appointment any Wednesday afternoon would be satisfactory. I will be out of town this next week but would like to talk with you the following Wednesday, June 27, at 2:00. Please let me know if this date is inconvenient for you. Yours very truly,

Miss Helen H. Hill, 327 West Delaware Street, Indianapolis, Indiana. (The first paragraph will be the same as in the preceding letter.) We are always glad to receive applications from well-qualified persons. However, at the present time we do not have an opening. We are, therefore, placing your letter on file and will notify you should a vacancy occur. Yours very truly,

(This office memorandum goes to the five department heads. You may use carbon copies.) The department heads will meet Friday after-

noon at 4:00 in the conference room to discuss the demands of the employees' union relative to shorter hours and higher wages. A copy of the union resolutions as presented to the management was sent you earlier in the week. Please study these resolutions carefully before Friday afternoon.

(This next letter goes to Mr. William A. Stillman. His address is in the card file.) Dear Mr. Stillman: It has been suggested (Change that to) Mr. John Harris has suggested that the publications committee of the Better Business Review (Underscore that) plan to meet to discuss some of the publication problems next month at the national convention in Chicago. (Change that sentence to read) Mr. John Harris has suggested that the publications committee of the Better Business Review plan to meet next month at the national convention in Chicago. (Paragraph.) According to my program, the convention will be held (Change that to) meets Thursday, Friday, and Saturday, June 28, 29, and 30. Since nothing of any importance is scheduled on Friday morning, I thought perhaps this would be the best time for us to meet. Please let me know if you can attend a committee meeting Friday morning at 10:00 in the East Lounge of the Harrison Hotel. Yours very truly, (Insert this after the first paragraph) There are several important matters to be discussed such as the topics to be included in the next quarterly issue of The Review (Underline that whenever it appears) and the revision of the present format. We have also had a great deal of trouble regarding the printing of The Review. The Bryten (Spell out) Printing Company who has published The Review for many years has refused to do the work for the com-

ing year at the old rates. While the work has always been highly satisfactory, we are financially unable to meet the new 20 per cent increase in their rates. Therefore we shall have to look for another printer. (On that letter use the title Chairman, Publications Committee.)

(Send a carbon copy of that letter to John L. Harris and add this postscript) I am looking forward with a great deal of pleasure to seeing you in Chicago and having a long chat together. I still haven't forgotten that you and your wife promised to visit Mary and me this summer without fail. Perhaps when we are in Chicago we can set a definite date.

(Send a telegram to the Hotel Harrison, Chicago, Illinois, for reservations for me on June 3, 4, and 5; preferably a single room with bath.)

Mr. Anthony J. Rosetti (Check the spelling of that name and get his address from the card file.) Dear Mr. Rosetti, I was very sorry to hear that you had been injured in an automobile accident over the recent holiday. While of course you were fortunate that your injuries (Omit that sentence) While of course considering the seriousness of the accident you were fortunate not to have been injured more severely, the company doctor tells me that it will be a matter of at least three months before you will be able to return to work. (Paragraph.) According to your request, I have investigated the circum-

stances surrounding the accident to determine whether or not you are eligible for compensation to cover your hospital and doctor bills. Unfortunately the terms of the policy covering all company workers is (error in grammar to be corrected by stenographer) as follows: (Copy the second paragraph of the policy given below, indent and single space it.) (Paragraph.) Since you were neither on your way to work nor performing your job when the accident occurred, you are not eligible for compensation under the terms of this policy. However, you will receive unemployment compensation for a period of not more than 24 weeks. This compensation will be approximately one-half your regular wages as you will note from the enclosed check covering the two-week period from June 11 to June 23. (Paragraph.) While we are sorry we cannot make more satisfactory arrangements for you, we will, of course, keep your job open for you until you are able to return. If you have any further questions, please do not hesitate to let me know. Yours very truly, (Paragraph from policy to be inserted in above letter.) Any worker injured either while on his way to work or while performing his job will be eligible for compensation during the period of his unemployment. This compensation shall cover only the hospital and doctor bills of the injured worker, the amount of the compensation to be determined by the seriousness of the injuries sustained. Not more than \$150 shall be paid on any hospital bill or more than \$50 for doctors' fees.

■ *Some business educators believe that the ninth grade is no place for a repetition of the fundamentals of arithmetic—"just emphasize arithmetic in other courses; that is enough," they say. But is it? Should business arithmetic be taught as a separate course or as an integrated factor of, say, junior business training? Doctor Polishook undertook to find out, and his resulting dissertation, "The Effectiveness of Teaching Business Arithmetic As a Separate Subject and As an Integrated Part of Junior Business Training," which is briefly reviewed here, won him the Delta Pi Epsilon 1947 Research Award.*

## Business Arithmetic—Alone or Integrated?

■ WILLIAM M. POLISHOOK  
Teachers College  
Temple University

**P**ICTURE two ways of teaching business arithmetic: first, teaching it as a separate course; secondly, teaching it as a point of emphasis (or, to be pedagogic, a major factor in

integration) in a junior business training course. At the end of the year, which method will bring better results?

That is what this researcher sought to determine. This is what he found: that students who study business arithmetic as a separate course do achieve more—but not enough more to warrant any special claims for either.

## Elements of the Problem

In a study of this kind, many elements enter into the picture we drew above. "After all," a teacher naturally exclaims, "how much business arithmetic did your case-study students know before they began the course? How well did they know business arithmetic?"

To find out the answer to these questions, we built an "entrance" test based on the content of six high school texts in business arithmetic; we had a jury of eight businessmen validate our selection of items in the test; we tried the test on 120 testees in May; we revised it in view of our try-out findings; and then we had it ready to use at the beginning and at the end of our experimental period.

Other questions came up, of course—questions about the relative ability of the students used in the investigation, their family backgrounds, and so on. Too, the testing of the final outcomes of the course raised questions about the test used, when it was administered, and so on. For all these problems, suitable questionnaires and tests—all carefully validated and tried out before use—had to be devised.

## Procedure in Solving Problem

Using the test, we measured the initial business-arithmetic knowledge of 302 pupils taking business arithmetic as a separate course in seven different schools (these comprise Group A); and of 367 pupils in five schools (Group B), to represent the integrated courses. All schools were in New Jersey and were selected by a representative of the State Department of Public Instruction. This first test was administered in October. During the year the personal data were gathered.

Then, in May, we administered our final test to the same students—and studied the results.

## Findings of the Study

Both groups began the school year with practically the same knowledge of business arithmetic. Accuracy quotients (correct answers divided by the number of problems attempted) for the two groups were almost equal—Group A, .5331; Group B, .5397.

Group A, as it happened, attempted 4 per cent more problems.

At the end of the school year, the students of Group A attempted 10 per cent more problems and attained a higher accuracy quotient—.6337, as compared with the .5678 of Group B.

## Interpretation of the Findings

Statistically, the differences between the achievements of the two groups are significant: that is, if the same investigation were to be repeated, students who studied business arithmetic as a separate course would nearly always average ahead of the students who studied business arithmetic as part of an integrated course. For practical decision-making in the curriculum office, however, it is doubtful whether the difference is enough for making any special claims one way or another.

But this study did uncover items of importance: that business arithmetic is not being taught very efficiently by *either* method on the ninth-grade level in the schools tested, that integration is not effective, and that teaching the subject separately is not much more effective! If, through intensive study of the teaching of business arithmetic, instruction could be improved in either method, that method might outweigh the other.

A study usually opens up whole new areas for further investigation, and this study qualifies in this respect. Further studies are needed to determine the answers to such questions as these: What is the best way to teach business arithmetic as a separate course? As an integrated one? Is the ninth year too early to introduce business arithmetic? Would a separate course in business arithmetic *after* a course in junior business training be better? Should, perhaps, business arithmetic be taught by mathematicians instead of business educators?

## Impending Printers' Strike

may slow distribution of The GREGG WRITER next month. If settlement can be effected without a work stoppage, production should not be seriously delayed.



Read these articles in this month's Gregg Writer

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## A Scotch-Irish Lad Wins Through

Dr. Gregg's own story of how he came to invent Gregg Shorthand, as he has told it when urged for reminiscences of the early days

TO BEGIN AT THE VERY BEGINNING, we should have to go to the little village of Rockcorry, County<sup>1</sup> Monaghan, when I was a child. My father had a friend named Annesley, who came to visit him over the week end,<sup>2</sup> and he took Mr. Annesley with him to church. Of course any stranger in that little church was the cynosure<sup>3</sup> of all eyes, but when this stranger began to make notes of the sermon (he was a shorthand writer, which was quite<sup>4</sup> unusual in those days), he caused something like consternation. The minister almost broke down during the sermon<sup>5</sup> and stuttered and stammered. After the services he rushed out and begged Mr. Annesley not to print the sermon<sup>6</sup> because he had taken it from Spurgeon or Talmadge, or some other great preacher of that time.

This incident made<sup>7</sup> such an impression on my father that he insisted that all his children should learn shorthand. Now I had the<sup>8</sup> misfortune to be the youngest child, and I had the further misfortune to have just ahead of me a very brilliant<sup>9</sup> brother and a still more brilliant sister. My sister took the first prize in every class she attended. My<sup>10</sup> brother took the first prize in the boy's school every year with one exception, when he got second place, which he said<sup>11</sup> was due to favoritism on the part of the master for the boy who came first.

They left their schools with brilliant<sup>12</sup> records, and then, four years later, I came along. I am sorry to confess that my record in school was the exact<sup>13</sup> reverse of those of my brother and my sister. My normal position at school was the bottom of the class,<sup>14</sup> except on one occasion, when I got second place—second place from the bottom.

In justice to myself, I think<sup>15</sup> I ought to explain that the reason for the stupidity I manifested was that the first week I was in<sup>16</sup> school the headmaster caught me talking to another boy. We stood around in a semicircle, toeing brass nails,<sup>17</sup> as I remember it, and the master sat in the center. Well, the master went out of the room, and we boys began<sup>18</sup> to talk, as boys will. When he came back he found me talking to another boy and he grabbed our heads and banged them<sup>19</sup> together, and in doing that he burst the drum of my ear.

I knew from past experience that the old saying,<sup>20</sup> "Spare the rod and spoil the child," was a Biblical injunction in our family. I knew, too, that any punishment<sup>21</sup> in school was supplemented vigorously at home, so I didn't tell them what had occurred. As a result<sup>22</sup> I failed to do anything all through school because I was not only suffering, but I could not hear very well.<sup>23</sup>

The disappointment of my family at my failure was very keen. In fact, I do not remember being<sup>24</sup> alluded to in the family circle by any name but "Poor John."

In only one thing had my brothers and<sup>25</sup> sisters failed, and that was in learning shorthand. They had succeeded in all the usual subjects, but had disappointed<sup>26</sup> my father in that. There were no prizes in shorthand, and it was not part of the regular curriculum<sup>27</sup> of study, which may have had something to do with it. Anyway, I determined to learn shorthand if it killed<sup>28</sup> me. I reasoned that if my brother and sister had failed to master the prevailing system at that time there was<sup>29</sup> no hope of my doing so, and I set out to find the smallest book published on shorthand. I found a little book<sup>30</sup> with just three plates of shorthand, an alphabet, and some abbreviations. I was able to master it, and then<sup>31</sup> shorthand had me in its grasp because I thought it fascinating. I studied various systems, until I knew<sup>32</sup> five systems by the time I was fifteen. I studied French and German systems in adaptations to English, as<sup>33</sup> well as several English systems. I was not wholly satisfied with any of them, and eventually<sup>34</sup> I started to make a system for my own use, incorporating what I believed were natural and scientific<sup>35</sup> principles.

That was in the city of Glasgow, where I was employed in a law office. My employer<sup>36</sup> was a very convivial soul, who consumed large quantities of Scotland's favorite beverage. As a result<sup>37</sup> of this, he was absent from his office a great deal, and I owe much to that fact, as I was able to pursue<sup>38</sup> my hobby uninterruptedly.

When I was twenty years of age, I decided that the system ought to<sup>39</sup> be given to the world, and I borrowed ten pounds from my brother and published it in a little pamphlet of<sup>40</sup> twenty-eight pages. There are only nine copies of that pamphlet known to be in this world today. Sometime ago<sup>41</sup> I was fortunate enough to purchase a very dilapidated copy for a hundred dollars. It is<sup>42</sup> called



"Light-Line Phonography," first published in Liverpool in 1888, and a few sentences<sup>43</sup> from the preface may interest and perhaps amuse you. It starts: "A great and increasing demand for a simple,<sup>44</sup> rapid, and perfectly legible phonetic handwriting for general use has led to the invention of<sup>45</sup> 'Light-Line Phonography' (that is what I called it at first), which is the outcome of years devoted to study and<sup>46</sup> research. (Writing at the age of nineteen, I thought I *had* spent a lot of time on it.) The system is based on<sup>47</sup> natural physiological laws (I was rather proud of that expression, being young and Irish), and the<sup>48</sup> characters have been assigned to the various sounds after long and careful experiment. Its main features may be<sup>49</sup> briefly summarized. (I will give only the headings of the paragraphs.) The total absence of shading or<sup>50</sup> thickening of characters; the characters are based on the elements of ordinary longhand and are written<sup>51</sup> in a uniform direction; insertion of the vowels as they occur in the natural order in the<sup>52</sup> outline; absence of position writing; predominance of curve-motion; consonantal blendings; individuality<sup>53</sup> of form." Then I concluded: "In conclusion, the endeavor of the author has been to compile<sup>54</sup> a system so simple as to be readily acquired by the humblest capacity and those possessed of<sup>55</sup> little leisure and yet rapid enough to report verbatim the fastest oratory. In presenting his<sup>56</sup> work to the public, he asks for nothing beyond an impartial investigation, and with perfect confidence<sup>57</sup> awaits the result."

It is quite true that I awaited with confidence the result; indeed, I thought that before<sup>58</sup> ten years had elapsed the whole world would be writing it. I have never had such confidence in the world since! (1179)

*(How the system was introduced in America will be told next month.)*

## Peace Is More Than a Word

### From "The Silver Lining"

THE WORD PEACE has been printed billions of times, uttered in billions of prayers, and voiced thousands of times by every<sup>1</sup> member of the human race in all the languages of earth. And still we have wars.

It is high time to consider<sup>2</sup> that peace is more than a word. It is more than a spot of ink on a piece of paper, or a sound on our lips.

Peace<sup>3</sup> is everything that makes life worth living. Peace is God on both sides of the table in a conference.

Peace is<sup>4</sup> good will in action.

Peace is world-wide neighborliness.

Peace is coöperation and team-work; it is pulling with<sup>5</sup> people instead of pushing them around.

Peace is sanity and common sense in human relations.

Peace is<sup>6</sup> open-mindedness. It is a willingness to listen as well as to talk. It is looking at both sides of a<sup>7</sup> situation objectively.

Peace is patience. It means keeping our tempers, rising above petty irritations,<sup>8</sup> taking the long look. It means keeping our shirts on and giving time a chance to work its magic.

Peace is having the<sup>9</sup> courage and humility to admit mistakes and take the blame when we are wrong.

Peace is international<sup>10</sup> courtesy. It is good sportsmanship in world affairs.

Peace is tact, and tact has been defined as the ability to<sup>11</sup> pull the stinger of a bee without getting stung.

Peace is vision. It is being big enough to give up small<sup>12</sup> individual advantages for the universal advantage of a warless world.

Peace is using the Golden<sup>13</sup> Rule as a measuring stick in solving world problems.

Peace is the open hand instead of the clenched fist. It is<sup>14</sup> tolerance and understanding toward men of every class, creed, and color.

Peace is a mighty faith. It is a<sup>15</sup> radiant belief in the potential goodness and greatness of men. It is a dynamic confidence that war<sup>16</sup> can be abolished forever.

Peace is a thing of the heart as well as the head. It is a warmth, a magnetism,<sup>17</sup> that reaches out and draws people together in a common purpose.

Peace is top-level thinking, feeling, acting.<sup>18</sup> It is rising above tanks, planes, and atom bombs as a way of settling disputes.

Peace is a way of living! (380)

## She Serves Her Community

### NICHOLS FIELD WILSON in "Adventures in Business"

SARA M. ORR sells homes—not houses. There is a difference. "People will pay more," says Sara, "if you find exactly<sup>1</sup> the right home to suit their requirements and personality." That principle enabled Sara to sell a<sup>2</sup> few million dollars worth of real estate—all within a period of three years.

Back in 1943,<sup>3</sup> with homes—even living-room garages—unavailable, Sara hung up her shingle as realtor<sup>4</sup> in Montebello, California. Her assets were a realtor's license and desk space for fifteen dollars<sup>5</sup> per month. Within thirty days, she sold fifty-seven thousand dollars worth of property. Six months later she had<sup>6</sup> more than doubled that amount. Three years later she chalked up two hundred thousand dollars in sales in one month. Sara<sup>7</sup> claims that's only a starter.

When Sara and Vernon Orr were married, the depression was in its infancy. But<sup>8</sup> depressions meant little to Sara. She bid on a mail contract as a Star Route Carrier . . . and got it! That meant<sup>9</sup> delivering registered mail and parcel post to four separate towns beginning at 5:30 a.m. By<sup>10</sup> 10 a.m. Sara was at work in a real estate broker's office pounding a typewriter. Salary—fifteen<sup>11</sup> dollars per month.

That's when Sara learned the real estate business. Her biggest lesson—people are interested in<sup>12</sup> homes, not houses. Applying that lesson enabled her to out-sell every broker for whom she worked. In a<sup>13</sup> short time she established a clientele.

But Sara didn't wait for opportunities. She literally dug<sup>14</sup> them out of the ground—like her oil-well venture.

That happened in 1939 when an acquaintance



Your students can increase their skill by reading these materials

sold<sup>15</sup> her a half-interest in a lot guaranteed to contain oil. Tests proved it! Oil wells close by were gushing. That was<sup>16</sup> enough for Sara! She sold her personal possessions, withdrew her savings, and even mortgaged her property.<sup>17</sup> When the acquaintance disappeared along with her cash, Sara found herself an oil-well operator with a<sup>18</sup> partly-drilled oil well —

and broke! Unable to hire adequate help, she was forced to fire boilers, work as a rigger, dig<sup>19</sup> ditches, even “pulled the rods.” Sara did strike oil . . . a few pints.

In debt approximately twenty-five thousand dollars<sup>20</sup> for machinery and equipment, Sara ap-

proached every creditor. “I’ll settle every bill if<sup>21</sup> you’ll give me a little time to get started again in real estate” is the way she put it. No creditor<sup>22</sup> regretted giving Sara time.

Sara went to work rebuilding old houses into comfortable, cheerful modern<sup>23</sup> homes. Dressed in overalls, she’d wield a hammer and saw, lay tile, and sand floors. In between times she sold real estate for<sup>24</sup> various brokers. As her income increased she paid her debt.

While her husband Vernon was serving in the United<sup>25</sup> States Armed Forces, Sara decided to strike out on her own. She rented desk space for fifteen dollars a month.<sup>26</sup> Her experience in real estate values was instantly recognized. People came to her desk seeking advice;<sup>27</sup> homes, business property . . . even factory sites.

Within three years Sara settled her debts, bought the office building<sup>28</sup> in which she once rented a desk, paid for a beautiful home, acquired property—and still holds title to her oil well. (580)

## It Started with an 18th-Century Water Pump

From the “Friendly Adventurer,” February, 1948

THE STAR-SPANGLED IRON HORSES that whirl across the nation on ribbons of steel had as a beginning a very<sup>1</sup> small chugging apparatus—a water pump in a coal mine.

Necessity being the mater of invention,<sup>2</sup> the water pump was invented to improve coal-mining technique in England. The mines became water-filled and it<sup>3</sup> was necessary to find a method of removing the water without using the labor needed so badly<sup>4</sup> to mine the coal. So a bright-thinking Scot, Tom Newcomen, came up with a slick idea of supplying<sup>5</sup> continuous steam to a piston in a cylinder. It worked.

Then another keen-minded man, James Watt, took hold of<sup>6</sup> the idea, improved upon it, and developed a steam engine to operate a vastly superior<sup>7</sup> pump. From this Watt went on to develop the first locomotive. The coal-mining industry was responsible<sup>8</sup> for the first railroad utilizing a locomotive.

The coal companies of England had an idea for<sup>9</sup> a Liverpool-to-Manchester railway line and offered

a large chunk of money for the best locomotive built<sup>10</sup> to haul coal along the tracks. Only three competitors threw their fedoras in the ring. Rules for the contest were<sup>11</sup> simple: engines were not to weigh more than six tons and had to travel at the breathtaking pace of ten miles per hour.<sup>12</sup>

On October 8, 1829, three engines entered the contest, which was a run of thirty minutes<sup>13</sup> and was forward and backward over a two-mile right of way. The Novelty and Sanspareil broke down, but George<sup>14</sup> Stephenson in his famous Rocket zoomed across the finish line at the required speed. This engine had been run up<sup>15</sup> to a fifty-three mile-per-hour speed but cautious Parliament set a limit of ten miles per hour in the interest<sup>16</sup> of public safety. From this day forward, railroading stepped out to a lusty, colorful, dramatic future.<sup>17</sup>

As with many present-day marvels, the locomotive had a modest beginning. Men with courage and vision<sup>18</sup> who knew how to work for the sake of achievement have given us the modern engine. The bright-thinking Scot, Tom<sup>19</sup> Newcomen, and the ingenious Jimmy Watt would do flips today if they could see what’s happened to their 18th century<sup>20</sup> water pumps. (403)

## The Morris Chair Was Radical Once

Better Homes & Gardens magazine

ONE OF THE FIRST great eliminators of dust catchers in home furnishings was William Morris, the nineteenth-century Englishman who designed the Morris chair. He violently rebelled against the cluttered Victorian parlor.<sup>1</sup> In 1859, for his own new home, he designed furniture, fabrics, wall-paper, picture frames,<sup>2</sup> table mats, and every household item to simplify housekeeping. The furnishings of his “Red House,” nicknamed<sup>3</sup> from the plain brick exterior, were as startling in 1859 as ultramodern is today.<sup>4</sup>

At first, Morris was considered radical, but his decorating ideas brought recognition and spread<sup>5</sup> to Europe and the United States. He became the head of a large, home-furnishings manufacturing business<sup>6</sup> and the leader of the nineteenth-century “Arts and Crafts” movement. Considered an extremist in the 1860’s<sup>7</sup> and ’70’s, he now is placed among the first modern designers. The oak furniture, round dining<sup>8</sup>-room tables, simple wood picture frames, and table mats which Morris designed have appeared in thousands of homes. (199)

## A Blessing for the Blind

From *Think Magazine*

A BLESSING TO THE BLIND is an electronic device by which they will be enabled to read by ear. By means<sup>1</sup> of a stylus, provided with a small beam of light in the point, which converts printed letters into distinctive<sup>2</sup> sounds a blind person can now explore systematically the printed or typewritten page. As the stylus moves<sup>3</sup> up and down on each letter, it reflects its findings to a phototube that operates an amplifier, the<sup>4</sup> letters in each case being distinguished from the white spaces of the page. A combination of five different<sup>5</sup> sounds is produced for each letter. These constitute codes which the blind person must learn. Already, however, work is<sup>6</sup> under way to produce but one sound for each letter, and words can then be spelled out more rapidly. As explained<sup>7</sup> recently by the Committee on Sensory Devices of the wartime Office of Scientific Research and<sup>8</sup> Development, which is now combined with the National Academy of Sciences, almost any printed<sup>9</sup> matter can be read with the present instrument, as contrasted with the limited number of works available<sup>10</sup> in Braille. (202)

## Transcription Speed Practice

Dear Miss Clark:

On Wednesday, April 21, a special collection of new spring and summer frocks will be ready<sup>1</sup> for you in our Dress Shop, at \$17.95. You can choose from truly beautiful dresses for<sup>2</sup> afternoon, travel, and all-purpose needs.

*Fabrics?* You'll find a glorious array of rayon sheers in plain and<sup>3</sup> novelty weaves, shimmering rayon crepes, and favorite rayon tissue failles in prints and solids.

*Styles?* The season's most<sup>4</sup> attractive soft-spoken designs. Semi-tailored types and models with draping, hip bows, stitched or rippling pleats, in a<sup>5</sup> choice of round, V, draped, and surplice necks.

*Colors?* Inky blacks and blues and pastels as gay as a tulip bed. Combinations<sup>6</sup> that range from pastel on dark to bright on pastel.

Come in to see this wonderful collection and round out<sup>7</sup> your spring-into-summer wardrobe.

Yours truly, (148)

Dear Friend:

... "a touch of the superlative" ...

You will, of course, recognize the above quotation from "The Magnificent Yankee," that great play about the late Supreme Court Justice, Oliver Wendell Holmes. Magnificent, great, fabulous<sup>2</sup>—none of these is a word that you would be likely to apply to our new store on Copley Square, but if you could<sup>3</sup> look behind the scenes you might agree that there is something superlative about the spirit which is slowly raising<sup>4</sup> this store to its rightful place in Boston.

Better merchandise, a cleaner appearance, improved service, and<sup>5</sup> courteous attention are just a few of the things that reflect that spirit.

Drop in occasionally, look around,<sup>6</sup> give us the benefit of your suggestions and advice. We don't ask you to buy, but, if upon better acquaintance<sup>7</sup> you feel you might like to, you will find a charge account convenient. Just fill out the simple blank enclosed. There isn't<sup>8</sup> the slightest obligation on your part.

Sincerely yours, (171)

...

## The Call of the Open Spaces

(Junior O. G. A. Test for April)

Dear Ben:

I am convinced that we fellows in the city miss a great many things of more value than an evening<sup>1</sup> at the cinema or dancing at a club—not that I don't enjoy dancing at a<sup>2</sup> club, or the movies. Of course<sup>3</sup> I do! But a man is made aware of the finer things in life when he is living in the great open spaces<sup>4</sup> of the country.

I have been endeavoring to talk my dad into buying a farm upstate—near your folks. He would<sup>5</sup> like it for week ends and to retire to. Do you not think so?

Ned (91)

## In Our Wanderings

(April O. G. A. Membership Test)

ONE OF THE MOST THRILLING EXPERIENCES of that eventful winter was with a blizzard that overtook us<sup>1</sup> in our wanderings. Here and there a family lay down in the snow, selecting a place where it was not likely<sup>2</sup> to drift much. For a day and a night we lay under the snow. We had plenty of buffalo robes, and the snow kept<sup>3</sup> us warm. The next day the storm ceased, and we discovered a large herd of buffaloes almost upon us. We dug our<sup>4</sup> way out of the snow, shot some of the buffaloes, made a fire, and enjoyed a good dinner.

Our wanderings from place<sup>5</sup> to place afforded us many pleasant experiences. (111)

THE AVERAGE YOUNG PERSON probably cannot invest heavily in Savings Bonds. But he can buy Savings Stamps<sup>1</sup> regularly and build them into a reserve in U. S. Savings Bonds which will steadily widen his<sup>2</sup> personal and educational horizons. At the same time, he can learn a good deal about the economic<sup>3</sup> facts upon which his government's financial policies are based. He will take an interest in these because<sup>4</sup> he will realize that he has a personal stake in them.

The U. S. Savings Bonds Program is cut to<sup>5</sup> fit the democratic pattern of American life. Its success is a measure of the readiness of<sup>6</sup> Americans to act with foresight in their own and their country's interest. (133)



*These dictation materials are counted in units of 20 standard words.*

## Graded Letters for Use with the Gregg Manual

A. E. KLEIN

### For Use with Chapter Ten

Dear Mr. McVeigh:

In the past you have shown a *great deal* of interest in *Paramount Electrical Appliances*<sup>1</sup> and we trust that you will continue to do so. Your orders for our various *electrical devices*<sup>2</sup> and *instruments*<sup>3</sup> are always appreciated.

I do not know *whether or not* you are aware of the fact<sup>4</sup> that the past few years have been *extremely* difficult ones for the *electrical industry*. At the *present time*<sup>5</sup> we are faced with *shortages* which *parallel* in *magnitude* those we encountered during the war period. As<sup>6</sup> a *matter of fact*, *contrary* to all our *anticipations*, the head of our *purchasing department* states that<sup>7</sup> certain *electric parts* are *harder* than ever to obtain. Because of the lack of these *extremely important*<sup>8</sup> *electric parts*, we are forced to *postpone* the assembling and *distribution* of our *instruments*. Of course, just as<sup>9</sup> soon as these *shortages* cease to exist, *Paramount* will fill your orders at once.

In the meantime, it will give us<sup>10</sup> great pleasure to ship you the *magnificent* new display models of latest *instruments* that have been *constructed*<sup>11</sup> recently by our *electrical engineers*. In my opinion, these *first-class instruments* are *superior*<sup>12</sup> to any now on the market.

Yours truly, (229)

Dear Mr. McIntyre:

The enclosed *circular* concerning the *Grand Circulation Company* will be of<sup>1</sup> interest to you *whether or not* you are inclined to invest in our eight per cent preferred stock. This *unparalleled*<sup>2</sup> offer is being *introduced* at the *present time* to obtain funds for the *construction* of a *magnificent*<sup>3</sup> *centralized printing plant*. The *supervisor* of our *Detroit office* agrees wholeheartedly that the *construction*<sup>4</sup> of such a plant is long *overdue* and that it will decrease our costs to *such an extent* that we can *anticipate*<sup>5</sup> the payment of *extra dividends* to our investors.

In my opinion, this stock is a *superior*<sup>6</sup> investment. At any rate, I wish the consumers of the *Grand Circulation Company* to have the *first*<sup>7</sup> opportunity to take advantage of this *extraordinary* offer.

At all events, *whether or not* you purchase<sup>8</sup> any of our stock, *Grand Circulation* will continue to give you the same *superb service* you *always* have<sup>9</sup> received.

Yours very truly, (185)

### For Use with Chapter Eleven

Dear Subscriber:

Some of the most *dramatic* things in the publishing world have been developing *gradually*<sup>1</sup> in the vicinity of our home office. Here *Photographic Monthly* has been working out a new way of handling<sup>2</sup> *subscriptions* by machine. The end result is a *fantastic* collection of *mechanical helpers* that can<sup>3</sup> give us *automatically*, and with the utmost *facility* and accuracy, the information *required*<sup>4</sup> whenever you ask a question about your *subscription* or wish to renew it.

And because of its *simplicity*,<sup>5</sup> *practical* design, and speed, we are of the opinion that this new *mechanical setup* will *result*<sup>6</sup> in the best and fastest service a magazine of *Photographic Monthly's* circulation can possibly give<sup>7</sup> its *subscribers*.

Like many other *ventures* in which *Photographic Monthly* has pioneered, this new *subscription*<sup>8</sup> system required a lot of trial and error and at times even disrupted our *schedule*. But *eventually*<sup>9</sup> these *elemental "kinks"* were ironed out and the new *automatic* system is now running smoothly. I thought you<sup>10</sup> might like to read in the enclosed *descriptive booklet* the *picturesque* account of the actual improvement in<sup>11</sup> service you will get from it.

Yours sincerely, (228)

Dear Madam:

We are pleased to present you with the enclosed *plastic food bag* from the *extensive Pure Plastics* line of<sup>1</sup> *featured articles*.

We have been distributing these *plastic bags* to thousands of organizations like yours.<sup>2</sup> *Statistics* show that the sale of these bags to *domestic users* is a *practical* means of raising funds for *medical*,<sup>3</sup> *religious*, and other *worth-while charities*. They have gained wide *popularity* through such sales, and your group will<sup>4</sup> be amazed to discover that this *practical article* is not only profitable to the *treasury*,<sup>5</sup> but *enthusiastically* accepted by the purchasers.

The enclosed *price list* is for your convenience in<sup>6</sup> ordering.

Very cordially yours, (126)

### For Use with Chapter Twelve

Dear Mr. Christian:

The *Boston Chamber of Commerce*, aware of the many *civic* and cultural benefits that<sup>1</sup> have come to many sections of our great *American democracy* as a *consequence* of the works of *local*<sup>2</sup> writers and authors, *concludes* that a conference of writers from the *New England* states, to be held in *Boston*,<sup>3</sup> would be of *distinct* value to the city. It is thought that *discussions* held in *connection* with such a gathering<sup>4</sup> would *likewise* prove interesting to these *literary celebrities*.

*Discussions* are to be held and<sup>5</sup> *specific* plans laid at the next meeting of the *Citizens Tourist Bureau* of the Chamber of Commerce. This meeting<sup>6</sup> is scheduled for April in the *Congress Room* of the *Davenport Hotel*.

We should like very much to have you, as<sup>7</sup> a *Boston* writer, give us the benefit of your experience, as well as your views on the following questions:<sup>8</sup>



What topics should be presented for discussion at this conference?

What specific benefits and advantages<sup>9</sup> can accrue to New England and the authors located here as a consequence of such a conference?<sup>10</sup>

We hope you will find it possible to attend.

Very truly yours, (212)

Gentlemen:

As of April 1 the states of Connecticut and Massachusetts and the northwestern part of New Jersey will be under the jurisdiction of our New York district, with Mr. John Christian, Jr., as district manager. Headquarters have been established in the Independence Building located in New York City.

As you know, these states were formerly handled by our Newark office. Mr. English, who was in charge of our Newark office, is now executive secretary to the president.

In order to avoid any confusion,<sup>8</sup> please give notice of this change in jurisdiction to your executives, secretaries, clerks, and bookkeepers, and any other persons in your corporation who may have to handle future sales matters and other negotiations with the New York office. Also, all bookkeeping records will be transferred from Newark to our centrally located Chicago office.

Thank you very much for your past patronage and cooperation.

Yours truly, (180)

## Actual Business Letters

Miss Jean Miller, 276 Academy Road, New Haven 4, Connecticut. Dear Miss Miller:

Do you<sup>1</sup> remember the day you bought your cherished furs? You were so proud of their lustrous silky beauty. You were so determined<sup>2</sup> to give them the best possible care—to keep them lovely. Now—today—with warmer weather on the way, it is<sup>3</sup> more important than ever to protect your precious furs.

Please, don't jam your fine fur coat into the back of the closet<sup>4</sup> and think it is safe. Every year thousands of American women sacrifice millions of dollars' worth of furs and cloth coats to millions of miserable, greedy moths.

Whether this is the result of plain carelessness or<sup>5</sup> the erroneous belief that furs can be stored successfully at home, sadder and wiser owners suffer this<sup>7</sup> appalling damage every year.

Surely your furs deserve all the pampering and protection you can give them,<sup>8</sup> and that's exactly what they get when you entrust them to our care. As soon as we receive them, all loose dust and dirt<sup>9</sup> is removed. Only then are they placed in our modern, certified, circulating dry-air cold storage vaults. This<sup>10</sup> continuous, cold winter atmosphere prolongs the life of your furs and prevents cracking. They will be safe and sound all<sup>11</sup> through the hot summer.

For our special tender treatment, you pay less than the prevailing rates elsewhere. This is so because<sup>12</sup> your coat goes into our own cold storage vaults—you save the middleman's profit.

Our furriers are old hands in<sup>13</sup> the business of guarding the health of your furs. Fill in and mail the enclosed card now; then forget about your coat until<sup>14</sup> next fall. Protection of your precious garment is as simple as that! Sincerely yours, (296)

## The Power of Words

SOFT WORDS sung in a lullaby will put a baby to sleep. Excited words will stir a mob to violence.<sup>1</sup> Eloquent words will send armies marching into the face of death. Encouraging words will fan to flame the genius of<sup>2</sup> a Rembrandt or a Lincoln. Powerful words will mold the public mind as the sculptor molds his clay. Words, spoken or<sup>3</sup> written, are a dynamic, creative force.

Writing of Napoleon and his Italian campaign, Emil Ludwig<sup>4</sup> says: "Half of what he achieves is achieved by the power of words."

Words are the swords we use in our battle for<sup>5</sup> success and happiness. How others react toward us depends in a large measure upon the words we speak to them.<sup>6</sup> Life is a great whispering gallery that sends back echoes of the words we send out. Our words are immortal, too.<sup>7</sup> They go marching through the years in the lives of all those with whom we come in contact.

When you speak—when you write—remember<sup>8</sup> the creative power of words.—*The Silver Lining* (170)

## By Wits and Wags

TOURIST (in Yellowstone Park): Those Indians have a bloodcurdling yell.

Guide: Yes, ma'am; every one of 'em is a college graduate.

FIRST ROOMMATE: What happened to my golf socks?

Second roommate: What golf socks?

First roommate: The ones with eighteen holes!

SMALL BOY: Half a peck of potatoes with eyes, please.

Grocer: Why with eyes?

Boy: Mother says they'll have to see us through the rest of the week.

THE HOTEL was burning, and the flames approached nearer and nearer to the guest marooned on the window ledge on the sixth floor. Below, firemen held a large sheet for him to jump into, but their shouts and signals were all in vain. Finally one managed to make himself heard just as the walls were on the point of falling.

"Jump!" he shouted. "Why don't you jump?"

"Not till you put that sheet down on the ground," the victim bellowed back. "I'm afraid you fellows will drop it!"

SWEETHEART: Do you love me with all your heart and soul?

Lover: Uh-huh.

Sweetheart: Do you think I'm the most beautiful girl in the world?

Lover: Uh-huh.

Sweetheart: Do you think my lips are like rose petals?

Lover: Uh-huh.

Sweetheart: Oh, you say the most beautiful things.

PASSENGER: I want to catch a late train to New York.

Trainman: Take No. 9—that's usually as late as any.



## ON THE LOOKOUT

A. A. BOWLE

**40** The Goodfrend Metal Products has introduced a new stationery cabinet—all steel No. 25. Among the features claimed are a roll-top cover, easily slid, and three shelves plus two envelope compartments; gleaming baked-enamel finish in office green or office gray; length of 16 inches, width of  $9\frac{3}{4}$  inches, and height of 7 inches; and weight of 6 pounds. It is claimed that the cabinet maintains spotless stationery at the finger tips of the office worker.

**41** Wick & Rouillot have introduced a new, quiet typewriter base and claim that it reduces noise by isolating machine vibration. Easy removal without the need for drilling holes in the desk is permitted for cleaning, servicing, or using the typewriter elsewhere in the office, say the manufacturers. The device, they assert, is adjustable for typing position.

**42** Desk drawer tray No. M 2300 was designed to help keep the inside of the drawer in orderliness. Nine full-sized compartments provide for the safe and efficient keeping of stamps, pens, pencils rubbers, cash, currency, and other items. This tray is made of plastic,

improved phenolic material, and is furnished in glossy black. It is also supplied with lock compartment. The desk tray is 19 inches wide,  $1\frac{1}{2}$  inches high, and  $7\frac{1}{2}$  inches deep. Manufacturers, Art Steel Sales Corporation.

**43** Your telephone secretary, they say, when placed under your phone holds pad and pencil ready for instant use. The item, Tel-Sec, as it is called, is constructed of metal that matches the phone. The handy, pull-out slide remains rigid and requires no support when pulled out for writing. There are two types; one fits the oval base telephone and the other fits the square base telephone.

**44** The Shallcross Company is offering a new item in the form of Stencil drawing sheets. These are especially treated cushions used when writing or shading on stencils.

The drawing sheet is declared to pick up the stencil coating and thus give better displacement without excessive stylus pressure, reducing the possibility of pulling or tearing the stencil in an attempt to get a full print.

These sheets used beneath the stencil, either in place of or in conjunction with the writing plate, will enable the user to get better artwork and signatures on any stencil, claims the manufacturer.

**45** An all-steel waste basket and a steel file are new products of Steel-Parts Manufacturing Company. Features of the waste basket include round, rubber-bumpered corners, rolled edges, rubber feet, welded panel construction, and a gleaming enamel finish in green, gray, or walnut.

The file is of 24-gauge steel with 25 Penda-flex folders (A to Z tab inserts). The manufacturers claim that papers cannot sag in the file. Large rubber wheel casters are installed on the file, which can be had with or without lock. The finishes are in green, gray, and walnut.

A. A. Bowle

April, 1948

The Business Education World  
270 Madison Avenue, New York 16, N. Y.

Please send me, without obligation, further information about the products circled below:

40, 41, 42, 43, 44, 45

Name .....

Address .....

I would also like to know more about:

- ☐ Gregg's *Our Business Life* .....(front cover)
- ☐ Hammond's Adjustable Typing Desk.....(page 441)
- ☐ The Gregg College .....(page 445)
- ☐ University of Minnesota .....(page 447)
- ☐ Oregon State College .....(page 448)
- ☐ The Pennsylvania State College.....(page 449)
- ☐ Remington-Rand typewriters .....(page 451)
- ☐ Gregg's *Business Mathematics* .....(back cover)
- ☐ Burroughs' business machines .....(back cover)